

Curriculum Overview: History

The aim of the FHS history curriculum is to enable students to become skilled historians, with a secure body of knowledge. They will think analytically and use evidence critically to produce nuanced arguments which they will be able to express cogently in speech and writing. The curriculum will encourage students to become curious, ethically-aware citizens who will use the skills and attitudes they have acquired to continue to expand their historical knowledge and understanding. They will be able to use their historical knowledge and skills to understand, navigate and shape the world around them. Through support and scaffolding, all students will be able to acquire this knowledge and develop these skills, regardless of starting point or special educational needs or disabilities.

Pre-GCSE History

What we study in Year 7 and why we study it	Concepts	Competencies	Literacy/numeracy
<p>The Tollund Man 'Why did Tollund Man die?' A unit that engages students' curiosity while enabling the teacher to learn about students' ways of thinking about history and their approaches to reading and extended writing.</p>	Degrees of certainty Argument Evidence	Comprehension of, and inferences from sources. Use of evidence to support a hypothesis.	Introducing quotations/evidence
<p>The power of the Medieval Church 'Why was the Church so important to people in the Middle Ages?' A unit that enables students to begin to develop an understanding of the nature of the Medieval period by focussing upon a dominant feature of the period. This provides a chronological and conceptual grounding for the GCSE study of medicine in Britain, 1250-1500. This unit also facilitates the development of students' skills in the organisation and presentation of extended answers with content that lends itself well to paragraphing.</p>	Power The Church How world view and beliefs shape actions Time periods	Developing a 'feel' for the key features of the period Structuring and organising extended writing	Paragraphing: point sentence, introducing factual evidence

<p>Tudor monarchs and the Reformation ‘During which Tudor monarch’s reign was it the most dangerous to speak one’s mind about religion?’</p> <p>This unit builds directly upon the knowledge acquired during the study of the Medieval Church: students’ prior knowledge of the Church enables them to understand the criticisms of the Church made by the reformers. Students will learn broadly about the changes to religion made by the Tudor monarchs, providing a foundation for a more detailed GCSE study of Elizabeth I and challenges to her legitimacy and her religious settlement. This is the first unit in which students will be required to write an essay where they reach substantiated judgement after a review of all the evidence. Understanding the origins of religious divisions in England and subsequently the United Kingdom of Great Britain and Northern Ireland is essential to an understanding of both the country’s history and current events and therefore students’ ability to understand, navigate and shape the world around them.</p>	<p>Power, government and monarchy - the extent of, and limits upon, personal power Protestantism and Catholicism Freedom of speech and worship Making moral judgments about the past Legitimacy How world view and beliefs shape actions</p>	<p>Structuring and organising extended writing Using specific factual details in supporting evidence Reaching a substantiated judgement</p>	<p>Paragraphing: point sentence, introducing factual evidence Conclusions/direct answers to questions</p>
<p>The British Empire ‘British rule was good for the people of India.’ How far do you agree?</p> <p>This builds chronologically upon the previous unit by beginning with the failed attempts to colonise Virginia under Elizabeth I and continuing to briefly cover the chronology of the break up of the empire. The focus upon the slave trade and British rule in India allows for an initial exploration of how far we can make moral judgements about the behaviour of people in the past, which will be continued in depth in our later study of the Holocaust and Human Behaviour. It is also essential to an understanding of Britain’s past and present role in the world.</p>	<p>Power Empire Colony Trade The trans-atlantic slave trade Making moral judgments about the past Periods, eras and centuries How world view and beliefs shape actions</p>	<p>Structuring and organising extended writing Using specific factual details in supporting evidence Reaching a substantiated judgement Identifying differences in interpretations</p>	<p>Paragraphing: point sentence, introducing factual evidence Conclusions/direct answers to questions Introductions Alternative essay structures Language for counter-argument: although, however, nevertheless, despite</p>

<p>Students write a discursive essay that requires a substantiated judgment, developing the skills established in the previous unit.</p>			
<p>The Industrial Revolution and local history ‘How far did the Industrial Revolution change the Forest of Dean?’ This unit complements the previous one, as the growth of the British empire and the industrial revolution are inextricably linked and an understanding of both is necessary for an understanding of either one. The Forest of Dean, and Cinderford, have a distinctive industrial history, making this an ideal topic for a local study. It also facilitates a study of change over time, in preparation for the broad sweep of the study of medicine in Britain at GCSE, since iron and ochre have been mined in the Forest since the iron age.</p>	<p>Revolution Change and continuity Considering the local micro history in the context of the national and global story.</p>	<p>Structuring and organising extended writing Using specific factual details in supporting evidence Reaching a substantiated judgement Field work</p>	<p>Paragraphing: point sentence, introducing factual evidence Conclusions/direct answers to questions Introductions Alternative essay structures Language for discussing the extent of change</p>
<p>What we study in Year 8 and why we study it</p>	<p>Concepts</p>	<p>Competencies</p>	<p>Literacy</p>
<p>The causes of the First World War ‘Why did the First World War happen?’ This unit builds on the study of empire and industry as these are fundamental to the international rivalries that developed in the pre-war decades. In this unit, students lay the foundations for understanding interpretations at GCSE, by forming their own interpretations. It is important that students study an event of such significance for national collective identity.</p>	<p>Nationalism Empire International rivalry Thinking about causation: triggers and underlying causes</p>	<p>Structuring and organising extended writing Using specific factual details in supporting evidence Reaching a substantiated judgement Pursuing an enquiry Note making Developed explanation</p>	<p>Paragraphing: point sentence, introducing factual evidence Conclusions/direct answers to questions Introductions Alternative essay structures Language for counter-argument: although, however, nevertheless, despite</p>

<p>Soldiers' experiences of the Western Front 'For soldiers, the Western Front was a terrible experience.' How far do you agree?</p> <p>This unit follows the previous one chronologically. It builds the foundations for the analysis of sources and interpretations at GCSE as students start to use sources critically to form their own interpretations. It also provides the background knowledge and understanding for the GCSE study of medicine on the Western Front.</p>	<p>Typicality Accuracy The impact of provenance on the utility of sources</p>	<p>Comprehending and making inferences from sources Using contextual knowledge to make a judgement about accuracy and typicality Using quotations from sources as evidence Structuring and organising extended writing Reaching a substantiated judgement</p>	<p>Paragraphing: point sentence, introducing quotations Conclusions/direct answers to questions Language for counter-argument: although, however, nevertheless, despite Language for using sources as evidence</p>
<p>The Treaty of Versailles</p> <p>This mini unit provides a bridge between the study of the First World War and the Holocaust and Human Behaviour.</p>	<p>Justice Hindsight How world view and beliefs shape actions</p>	<p>Recall of specific factual details</p>	<p>Mnemonics for recall</p>
<p>The Holocaust and Human Behaviour 'How and why did the Holocaust happen?'</p> <p>An holistic unit that teaches about the Holocaust in the context of German history post-World War One and from the angle of human behaviour and choices. It provides a foundation of knowledge and understanding for the GCSE study of Weimar and Nazi Germany without being repetitive because of the different angle from which it is considered. Although this unit is ideally taught to students as old as possible, it is placed here in the sequence of units to ensure that there is no disruption and that the whole scope and sequence is covered.</p>	<p>Bystander Upstander Perpetrator Discrimination Antisemitism Race Democracy Making moral judgments about the past How world view and beliefs shape actions</p>	<p>Structuring and organising extended writing Using specific factual details in supporting evidence Reflecting on personal experiences and historical accounts Making connections between different periods and events Exploring and justifying moral and ethical stances Understanding individual choices and actions</p>	<p>Journalling - using writing to reflect upon and to explore ideas Reading complex first-person accounts</p>
<p>The Russian Revolution 'Why were there revolutions in Russia in 1917?'</p> <p>An understanding of the Russian Revolution and communism is fundamental to an understanding of twentieth-century history,</p>	<p>Communism Revolution Democracy Power</p>	<p>Structuring and organising extended writing Using specific factual details in supporting evidence</p>	<p>Paragraphing: point sentence, introducing factual evidence,</p>

<p>including the rise of the Nazis and the Cold War, both of which are studied at GCSE. This unit provides the opportunity to return to and develop the skills of enquiry and thinking about causation that were established when studying the causes of WW1.</p>	<p>Government Autocracy Thinking about causation: triggers and underlying causes</p>	<p>Pursuing an enquiry Note making Developed explanation</p>	<p>developed explanation linking cause and event Conclusions/direct answers to questions Introductions Language for counter-argument: although, however, nevertheless, despite Language for writing about causation</p>
<h2>GCSE History</h2>			
<p>What we study at GCSE</p>			
<p>Medicine in Britain c1250-present day The first unit of the GCSE, giving a sound chronological structure into which the other units fit. As everyone has experience of illness and medical treatment, this unit makes an accessible introduction to GCSE History.</p>	<p>Continuity Change - extent and pace Causation - including role of specified factors How world view and beliefs shape actions The Church Science Renaissance Government</p>	<p>Structuring and organising extended writing Using specific factual details in supporting evidence Making connections between different periods and events Reaching a substantiated judgement</p>	<p>Paragraphing: point sentence, introducing factual evidence, developed explanation linking cause and event Conclusions/direct answers to questions Introductions Language for counter-argument: although, however, nevertheless, despite Language for writing about causation Language for writing about change and continuity</p>
<p>Early Elizabethan England, 1558-1588 This unit fits into the chronological framework established when studying medicine. It hones skills developed in the first unit, by</p>	<p>Causation Continuity and change</p>	<p>Structuring and organising extended writing</p>	<p>Paragraphing: point sentence, introducing factual evidence,</p>

<p>requiring similar skills and asking the same style of questions but with less choice in the knowledge that can be selected and deployed as evidence therefore requiring the acquisition of factual knowledge to be more exacting.</p>	<p>How world view and beliefs shape actions Power, government and monarchy - the extent of, and limits upon, personal power The Church - Protestantism and Catholicism</p>	<p>Using specific factual details in supporting evidence Reaching a substantiated judgement</p>	<p>developed explanation linking cause and event Conclusions/direct answers to questions Introductions Language for counter-argument: although, however, nevertheless, despite Language for writing about causation Alternative essay structures</p>
<p>Superpower relations and the Cold War, 1941-1991 This unit covers a broad sweep of time and features questions that do not appear in the other units; this provides a break before the previous question styles are revisited.</p>	<p>Communism Capitalism Democracy Dictatorship Power Causation Continuity and change How world view and beliefs shape actions</p>	<p>Writing narrative accounts Explaining importance Using specific factual details in supporting evidence</p>	<p>Language for writing about causation Adverbial clauses</p>
<p>The historic environment: the British sector of the Western Front, 1914-18 This unit revisits students' knowledge of medicine and introduces source analysis skills. These were introduced in year 8 and will be developed and practice when studying Germany.</p>	<p>Trench warfare Utility Accuracy Typicality</p>	<p>Source analysis Using sources critically as evidence Using specific factual details in supporting evidence</p>	<p>Introducing quotations Explaining evidence</p>
<p>Weimar and Nazi Germany, 1918-1939 This unit draws together skills from the studies of Medicine, Elizabeth and the Western Front, therefore it is the final unit studied.</p>	<p>Communism Democracy Revolution Dictatorship</p>	<p>Source analysis Using sources critically as evidence</p>	<p>Paragraphing: point sentence, introducing factual evidence,</p>

	<p>Power Government Causation</p>	<p>Using specific factual details in supporting evidence Structuring and organising extended writing Using specific factual details in supporting evidence Reaching a substantiated judgement Analysis of interpretations</p>	<p>developed explanation linking cause and event Conclusions/direct answers to questions Introductions Language for counter-argument: although, however, nevertheless, despite Language for writing about causation Alternative essay structures Introducing quotations Explaining evidence</p>
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