

Curriculum Intent, Implementation and Impact 2022-2023

Subject (include exam board if examination subject): History

Year group: 9

Periods per fortnight: 2

INTENT:

History education within The Buckingham School aims to allow students to appreciate how Britain and the wider world have been shaped by their pasts. Additionally, for students to recognise the diversity of societies (in particular British society) and how they have come to be so. Through the delivery of this curriculum, students will build both their substantive and disciplinary knowledge in order to achieve a full and rich understanding of, and appreciation for the development of the histories of local, national and international societies and the relationships between them.

The curriculum will enable the needs of all groups to be met by giving students the confidence and opportunities to ask questions about the past and to develop resilience within a safe and challenging environment. This will be achieved through a combination of depth studies and overview units, all based around enquiry questions that will allow students to develop their substantive knowledge, in conjunction with their knowledge of how historians approach the discipline of history. The curriculum is designed to nurture respect for, and understanding of, different cultures and beliefs, along with an appreciation for how past events have shaped modern societies. The curriculum addresses the school virtues by fostering a learning atmosphere which revolves around having empathy for others and the curiosity to delve into the lives of those who have shaped the world in which we live.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><u>Who are the British?</u> N.B. This unit will be taught from September 2023. For 2022-2023, a version of the Mali Empire unit from Year 7 will be taught as part of the legacy curriculum.</p> <p>Key content:</p> <ul style="list-style-type: none"> pre-1066 migration to Britain medieval migration to Britain the beginnings of the British Empire Britain's involvement in the slave trade impact of Huguenot migration on Britain the Irish potato famine the British in India the British withdrawal from India post-WWII immigration into Britain the Commonwealth <p>Extended writing practice opportunities: Assessment answering the question 'To what extent has the</p>	<p><u>Who are the British?</u></p> <p>Homework outline:</p> <ol style="list-style-type: none"> Medieval migration to Britain Triangular trade The Irish Potato Famine Windrush <p><u>Interleaving opportunities</u> Pre-1066 migration to Britain links with the origins of the English, Welsh, Scots and Irish lesson from the Year 8 'How United is the United Kingdom?' unit.</p> <p>Medieval migration to Britain links with the Year 7 'What posed the greatest challenge to the authority of medieval monarchs?' unit.</p> <p>The Irish potato famine links with the Ireland lessons from the Year 8 'How United is the United Kingdom?' unit.</p> <p>The Huguenots lesson links with the Year 7 'How did Europeans experience the Reformation in different ways?' unit</p>	<p><u>Who are the British?</u></p> <ul style="list-style-type: none"> Discuss learning at home Talk historically (use of specialist language) Watch historical programmes (documentaries, Horrible Histories, etc) Active support with extended learning on Google Classroom

	<p>nature of Britain changed through the centuries?’ Source analysis assessment</p> <p>Assessment focus: Change and Continuity Using Historical Evidence</p>		
Spring Term	<p><u>Which World War Matters the Most Today?</u> Key content:</p> <ul style="list-style-type: none"> • Causes of WWI and WWII • Consequences of WWI and WWII • Impact of WWI and WWII on Britain and the wider world <p>Extended writing practice opportunities: Assessment answering the question ‘Which world war matters the most today?’</p> <p>Assessment focus: Significance Understanding Interpretations</p> <p><u>Why Wasn’t the Holocaust the Last Genocide?</u> Key content:</p> <ul style="list-style-type: none"> • the Holocaust • Rwanda genocide • Cambodia genocide • Bosnia genocide <p>Extended writing practice opportunities: Assessment answering the question ‘Why wasn’t the Holocaust the last genocide?’</p> <p>Assessment focus: Cause and Consequence</p>	<p><u>Which World War Matters the Most Today?</u> Homework outline:</p> <ul style="list-style-type: none"> • Consequences of WWI • Consequences of WWII <p><u>Why Wasn’t the Holocaust the Last Genocide?</u> Homework outline:</p> <ul style="list-style-type: none"> • Rwanda genocide • Bosnia genocide <p><u>Interleaving opportunities</u> The Holocaust links with the consequences of WWII lessons from the Year 9 ‘Which World War Matters the Most Today?’ unit.</p>	<p><u>Which World War Matters the Most Today?</u></p> <ul style="list-style-type: none"> • Discuss learning at home • Talk historically (use of specialist language) • Watch historical programmes (documentaries, Horrible Histories, etc) • Active support with extended learning on Google Classroom <p><u>Why Wasn’t the Holocaust the Last Genocide?</u></p> <ul style="list-style-type: none"> • Discuss learning at home • Talk historically (use of specialist language) • Watch historical programmes (documentaries, Horrible Histories, etc) • Active support with extended learning on Google Classroom
Summer Term	<p><u>Is British History After WWII a Story of Equality for all?</u> Key content:</p> <ul style="list-style-type: none"> • creation of the Welfare State • 1967 Sexual Offences Act • campaign for women’s rights in the 1960s • gay marriage <p>Extended writing practice opportunities: Assessment answering the question ‘Is British history after WWII a story of equality for all?’</p> <p>Assessment focus: Similarity and Difference Knowledge and Understanding Review</p> <p><u>Start of GCSE Content</u></p>	<p><u>Is British History After WWII a Story of Equality for all?</u> Homework outline:</p> <ul style="list-style-type: none"> • 1967 Sexual Offences Act • Civil partnerships vs gay marriage <p><u>Interleaving opportunities</u> The creation of the welfare state and the campaign for women’s rights in the 1960s link with the Year 8 ‘How Close Had Britain Come to Achieving True Democracy by 1928?’ unit.</p>	<p><u>Is British History After WWII a Story of Equality for all?</u></p> <ul style="list-style-type: none"> • Discuss learning at home • Talk historically (use of specialist language) • Watch historical programmes (documentaries, Horrible Histories, etc) • Active support with extended learning on Google Classroom

	<p><u>Anglo-Saxon and Norman England</u></p> <ul style="list-style-type: none"> • Anglo-Saxon society • The last years of Edward the Confessor and the succession crisis • The rival claimants for the throne • The Norman Invasion 	<p><u>Anglo-Saxon and Norman England</u></p> <p>Homework outline: A mix of Google revision quizzes and practice exam questions.</p> <p><u>Interleaving opportunities</u> Anglo-Saxon England links with the Year 7 units 'What can a burial site in Wolverton tell us about Anglo-Saxon England?' and 'How far did Anglo-Saxon England survive the Norman Conquest?'</p>	<p><u>Anglo-Saxon and Norman England</u></p> <ul style="list-style-type: none"> • Revision guides • Testing content knowledge • Talking historically (use of specialist language) • Encouraging attendance at revision sessions
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IMPACT:

The impact of the curriculum for this year group will be measured using classwork, homework and in-class assessments.

The in-class assessments are based on the Mastery Curriculum. Students can achieve a grade of Emerging, Developing, Securing, Mastering or Mastery in each of the seven History skills that are developed during Key Stage 3. The skills are:

- Knowledge and Understanding
- Change and Continuity
- Similarity and Difference
- Cause and Consequence
- Significance
- Using Historical Evidence
- Understanding Interpretations

Each assessment focuses on the key history skill that the students have developed during the unit. Each assessment takes the form of a piece of extended writing, except for the Knowledge and Understanding assessment, which is conducted as a Google quiz.