

**St. Sampson High School
Subject Curriculum Overview**

Department	History	HoD	C.Murphy																								
<p align="center">Intent</p>	<p>The aim of the History Department in St. Sampson’s High is to contribute to the Curriculum aims of all students becoming successful learners, who enjoy their studies, make progress, achieve and become responsible citizens, and make a positive contribution to society. We aim to fire students’ curiosity and imagination, showing them the dilemmas, choices and beliefs of people in the past.</p> <p>It is important that pupils realise there were people here before them, that these people, though similar to us in many ways, were also remarkably different. It is also important that they understand how our society evolved, why we are what we are now.</p> <p>An understanding of History at local, national and world level, will also help them develop their own identities. By engaging with the past, they are better able to ask and answer questions of the present.</p>																										
<p align="center">Big Ideas</p>	<ul style="list-style-type: none"> ● <i>Chronology.</i> ● <i>Diversity.</i> ● <i>Change & continuity.</i> ● <i>Cause & consequence.</i> ● <i>Significance.</i> ● <i>Interpretation.</i> ● <i>Empathy.</i> ● <i>Source work.</i> 	<p align="center">Key tier 2 and 3 vocabulary</p>	<table border="1"> <thead> <tr> <th data-bbox="1722 852 1921 908"><i>Tier 2</i></th> <th data-bbox="1921 852 2136 908"><i>Tier 3</i></th> </tr> </thead> <tbody> <tr> <td><i>Cause</i></td> <td><i>Aristocracy</i></td> </tr> <tr> <td><i>Change</i></td> <td><i>Catholic</i></td> </tr> <tr> <td><i>Conflict</i></td> <td><i>Fryd</i></td> </tr> <tr> <td><i>Consequence</i></td> <td><i>Housecarls</i></td> </tr> <tr> <td><i>Describe</i></td> <td><i>Monarchy</i></td> </tr> <tr> <td><i>Develop</i></td> <td><i>Monasteries</i></td> </tr> <tr> <td><i>Evaluate</i></td> <td><i>Pious</i></td> </tr> <tr> <td><i>Revolution</i></td> <td><i>Protestant</i></td> </tr> <tr> <td><i>Technology</i></td> <td><i>Succession</i></td> </tr> <tr> <td></td> <td><i>Unsanitary</i></td> </tr> <tr> <td></td> <td><i>Witan</i></td> </tr> </tbody> </table>	<i>Tier 2</i>	<i>Tier 3</i>	<i>Cause</i>	<i>Aristocracy</i>	<i>Change</i>	<i>Catholic</i>	<i>Conflict</i>	<i>Fryd</i>	<i>Consequence</i>	<i>Housecarls</i>	<i>Describe</i>	<i>Monarchy</i>	<i>Develop</i>	<i>Monasteries</i>	<i>Evaluate</i>	<i>Pious</i>	<i>Revolution</i>	<i>Protestant</i>	<i>Technology</i>	<i>Succession</i>		<i>Unsanitary</i>		<i>Witan</i>
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Enrichment or Opportunities for out of class learning		<ul style="list-style-type: none"> - Revision sessions for KS4. - Teacher led catch up sessions - Trip and guest speakers to be arranged after the pandemic. 					
Links to Rights Respecting School		<ul style="list-style-type: none"> - History is full of examples of unfair discrimination often leading to terrible consequences. Pupils are taught to see themselves as responsible for the organisation of their own life; in doing so they see their rights, interests, limits and needs and understand the diversity and complexity of society. On the basis of their own values and evaluative judgements they engage in social participation and make decisions (competence to act). 					
The key aspects of pupil achievement		Knowledge	<i>what should students know?</i>	Understanding	<i>what should students understand?</i>	Skills	<i>what should students be able to do?</i>
By age 11 students should		Knowledge	Chronology	Understanding	That events happened at different times.	Skills	<i>Put dates into chronological order.</i>
KS3	Year 7		Year 8		Year 9		
Implement Autumn	<p>Big Picture: Loos & Poos project. When was the healthiest/dirtiest time to be alive in Britain?(<i>change/enquiry /evidence</i>)</p>	<p>Romans</p> <ul style="list-style-type: none"> -What did the Romans do for us? -<u>Letter home from Hannibal's soldier.</u> (<i>causation/ bias</i>) -Roman Empire. -Roman army. - Roman gods. -Julius Caesar. -Roman Emperors. 	<p>Tudor England</p> <ul style="list-style-type: none"> -England 1500-1750. -War of the Roses (<i>change</i>) -Tudors - <u>Henry VIII split from Catholic Church assessment.</u> 	<p><u>King (or Queen) of the castle project.</u></p> <p>Assessment.</p> <ul style="list-style-type: none"> -Looking who was the best (and worst) monarch out of the Tudors and Stuarts. (<i>interpretations/change/evidence/enquiry</i>) 	<p>What kind of country was Britain in 1750?</p> <ul style="list-style-type: none"> -How had Britain changed by 1900? Use of sources to build up a picture of what life was like in 1750. -<u>Children in the mills newspaper report.</u> (<i>sources/ interpretation/ bias/ extended writing</i>) 	<p>The Great War.</p> <ul style="list-style-type: none"> -Build up to the Great War. (<i>Long term/ short term causes & consequences</i>) -<u>Assassination of Franz Ferdinand assessment.</u> (<i>sources/ bias/ extended writing/ enquiry</i>) -Weapons of WWI. - Life in the trenches. (<i>sources/ evidence/ empathy</i>) 	

Implement Spring	<p>1066: The year of 3 Kings</p> <ul style="list-style-type: none"> -England 1066. -Contenders to the throne. -Battle of Stamford Bridge. Battle of Hastings. - <u>Why did William win?</u> Warfare (causation) assessment 	<p>Norman England</p> <ul style="list-style-type: none"> - Castles. (Power) - <u>Castle competition.</u> (change/enquiry) 	<p>Key events of Tudor and Stuart England.</p> <p>-Look at key events from these periods including:</p> <ul style="list-style-type: none"> ● Mary, Queen of Scots. ● The Spanish Armada. ● The Gunpowder Plot. ● The English Civil War. ● The Plague, 1665. ● The Fire of London. ● Witch trials. <p>-<u>What was the most important event?</u> (Extended writing assessment)</p>		<ul style="list-style-type: none"> - How did the Great War end? - <u>What was the impact of the Treaty of Versailles.</u> Source based debate. (Empathy/enquiry/cause/consequence) -Build up to WWII. -Rise of Hitler. 	<p>Nazi Germany.</p> <ul style="list-style-type: none"> -Life in Nazi Germany. -<u>The Holocaust - Source assessment.</u> (Enquiry/empathy/sources/Diversity.) - End of WWII. (Causation)
	Implement Summer	<p>Middle Ages</p> <ul style="list-style-type: none"> -How did the Feudal system work? (Power) -<u>The Black Death: Diary assessment.</u> (Cause/consequence) -Murder of Thomas Becket. -The Crusades. 	<p><u>What makes Guernsey, Guernsey?</u> (project)</p> <ul style="list-style-type: none"> - Research and present some of the key events/moments in Guernsey's past that have helped shape modern day Guernsey. (change/enquiry/evidence) 	<p>The Native Americans</p> <ul style="list-style-type: none"> -Who were the Native Americans? -Native American societies. (enquiry) - Native American religion. (beliefs) -<u>How to live in a Native American village booklet.</u> -assessment. 	<ul style="list-style-type: none"> -First contact with white settlers. (consequence) - <u>The Battle of Little Bighorn - newspaper report assessment.</u> - Aftermath of Battle of Little Bighorn. (consequence/change) - Native American team race lesson. (summary) 	<p><u>Key events of the 20th Century Project.</u></p> <p>Assessment independent research and present project to find out what was the most important person/invention/event of the 20th Century. (change/enquiry/evidence)</p>
By age 14 students should		Knowledge	Bias/Inference	Understanding	That a source can be one sided.	Skills

KS4	Year 10		Year 11	
<p>Implement Autumn</p>	<p>Anglo-Saxons and Normans: -Introduction and overview of Anglo-Saxon and Norman England, 1060–1088. - 1.1 Anglo-Saxon society - 1.2 The last years of Edward the Confessor and the succession crisis - 1.3 The rival claimants for the throne - 1.4 The Norman invasion - 2.1 Establishing control</p>	<p>-2.2 The causes and outcomes of Anglo-Saxon resistance, 1068–71 - 2.3 The legacy of resistance to 1087 -2.4 Revolt of the Earls, 1075 - 3.1 The feudal system and the Church - 3.2 Norman government -3.3 The Norman aristocracy -3.4 William and his sons</p>	<p>-2.2 The Cuban Missile Crisis -2.3 Czechoslovakia, 1968-69 - 3.1 Attempts to reduce tension between East and West, 1969-79 -3.2 Flashpoints in superpower relations, 1979-84 - 3.3 The collapse of Soviet control in Eastern Europe, 1985-91</p>	<p>USA: Introduction to and overview of the USA, 1954–75: civil rights -1.1 The position of black Americans in the early 1950s - 1.2 Progress in education - 1.3 The Montgomery Bus Boycott and its impact, 1955–60 - 1.4 Opposition to the civil rights movement - 2.1 Progress, 1960–62</p>
<p>Implement Spring</p>	<p>Medicine: Introduction to Medicine in Britain, c1250–present - 1.1 Ideas about the cause of disease and illness - 1.2 Approaches to prevention and treatment -1.3 Case study - 2.1 Ideas about the cause of disease and illness - 2.2 Approaches to prevention and treatment - 2.3 Case studies</p>	<p>- 3.1 Ideas about the cause of disease and illness - 3.2 Approaches to prevention and treatment - 3.3 Case studies - 4.1 Ideas about the cause of disease and illness - 4.2 Approaches to prevention and treatment - 4.3 Case studies</p>	<p>- 2.2 Peaceful protests and their impact, 1963–65 - 2.3 Malcolm X and Black Power, 1963–70 - 2.4 The civil rights movement, 1965–75 - 3.1 Reasons for US involvement in the conflict in Vietnam, 1954–63 -: 3.2 Escalation of the conflict under Johnson</p>	<p>- 3.3 The nature of the conflict in Vietnam, 1964–68 - 3.4 Changes under Nixon, 1969–73 -: 4.1 Opposition to the war - 4.2 Support for the war - 4.3 The peace process and the end of the war - 4.4 Reasons for the failure of the USA in Vietnam</p>

<p>Implement Summer</p>	<p>Historic environment: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p>	<p>Cold War: Introduction to the Cold War</p> <ul style="list-style-type: none"> - 1.1 Early tension between East and West -1.2 The development of the Cold War - 1.3 The Cold War intensifies -2.1 Berlin 1958-63: Increased tension and the impact of the Berlin Wall 	<p>Revision/assessment/exams</p>	<p>Revision/assessment/exams</p>		
<p>By age 16 students should</p>	<p>Knowledge</p>	<ul style="list-style-type: none"> - Anglo-Saxon and Norman England. - Medicine in Britain, 1250-present. - The Cold War. - USA, 1954-75: Conflict home and abroad. 	<p>Understanding</p>	<ul style="list-style-type: none"> -How historical events have shaped the world we live in. - How to approach sources: Nature, origin, provenance, inference, etc... 	<p>Skills</p>	<p>Students will deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement.</p>