

## **Yardleys Curriculum Aims**

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

## **HISTORY – KEY STAGE 4**

### **Curriculum Overview**

**INTENT:** We aim to foster a passion for History to encourage students to become historians. Throughout their studies students will develop a good understanding of significant events in British history and aspects of world history, and how these impact the way we live today. Content is covered chronologically while revisiting themes such as power, protest, women, local history, wider world, empire and conflict. These first order concepts are analysed with second order concepts, such as causation, consequence, similarity and difference, chosen because they fit the content best. We aim for students to be involved in national conversations and provide context to wider understanding. Helping them explain the way the world is today.

### **Year 10**

This remains a new curriculum following its introduction in September 2024. The new curriculum continues to be reviewed based on student voice, data analysis and teaching experience. Based on some of the challenges that pupils had in the first year of teaching, we have moved Migrants to the first topic and moved Elizabeth to follow. The introduction to Kenilworth Castle is also to follow. We have found this a difficult topic to teach and to present due to the unpredictability of the questions. It does, therefore, make sense to move this topic into year 10.

	<b>Migrants (Medieval, Early Modern, Industrial and Modern)</b>	<b>Elizabeth I</b>			<b>Kenilworth Castle</b>
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Reasons for migration into Britain</li> <li>• The different experiences of migrants within Britain, including changes in attitudes over time</li> <li>• The impact of major events on migration including war, famine and economic opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Government structure, including threats to Elizabeth's power</li> <li>• Religious settlement in England including</li> </ul>	<ul style="list-style-type: none"> <li>• Wars with the Spanish Armada</li> <li>• Daily life in Elizabethan England, including the differences in lives between the wealthy and poor</li> </ul>	<ul style="list-style-type: none"> <li>• Role of Elizabethan explorers,</li> <li>• Persecution of witches</li> </ul>	<ul style="list-style-type: none"> <li>• The reasons for the development of Kenilworth Castle</li> <li>• The changing uses of Kenilworth over time</li> </ul>

	<ul style="list-style-type: none"> <li>The differences between official and unofficial responses to migration over time.</li> </ul>	the threats posed by Catholics and Puritans	<ul style="list-style-type: none"> <li>The problems with poverty and introduction of the Elizabethan poor laws.</li> </ul>		<ul style="list-style-type: none"> <li>The challenges and benefits of studying this site.</li> <li>The importance of Kenilworth to different groups over time</li> <li>The significance of Kenilworth Castle for different groups</li> </ul>
<b>DISCIPLINARY KNOWLEDGE</b>	1) (a,b,c) - Substantive knowledge 2) Substantive knowledge (including understanding of time periods and changes within them) (6) Second order concepts (3) 3) Substantive knowledge (including understanding of time periods and changes within them) (5) Second order concepts (5) 4) Substantive knowledge (including understanding of time periods and changes within them) (6) Second order concepts (12)	1a) Source analysis (3) 1b) Substantive knowledge (2), Second order concepts (3) 2) Analysis of historical interpretations and their application within historical context (12) 3) Substantive knowledge (5), second order concepts (5), Analysis of historical interpretations and their application within historical context (10)			

## Year 11

	<b>Mughal Empire</b>	<b>Nazis</b>	
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>The reigns of the first six Mughals including the strengths and weaknesses of each emperor.</li> <li>The political, religious, economic and social policies of each emperor, including the reasons for their implementation and the consequences of them.</li> </ul>	<ul style="list-style-type: none"> <li>Dictatorship including the establishment of the Fuhrer's control, the Enabling Act and the Night of the Long Knives.</li> <li>Control and opposition from 1933 – 1939 including the use of terror, propaganda and opposition to Nazi rule.</li> <li>Changing lives including Nazi policies on men and women, young people within Germany and racial policies.</li> </ul>	

	<ul style="list-style-type: none"> <li>The individual personalities of each emperor and their influence over the political stability / instability of the Mughals</li> <li>Germany during the war including the impact of war on people's lives, the transition to a total war economy.</li> <li>Occupation including the Holocaust, the Eastern Front and responses to Nazi rule.</li> </ul>	
<b>DISCIPLINARY KNOWLEDGE</b>	<p>Q1) (a,b,c) - Substantive knowledge      Q2) Substantive knowledge (including understanding of time periods and changes within them) (6) Second order concepts (3)      Q3) Substantive knowledge (including understanding of time periods and changes within them) (5) Second order concepts (5)      Q4) Substantive knowledge (including understanding of time periods and changes within them) (6) Second order concepts (12)</p>	<p>1a) What can Source A tell us about...Use Source A and your own knowledge. (5) (AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO3 Analyse sources (contemporary to the period). Maximum 5 marks</p> <p>2b) How useful are Interpretation B and Sources C and D for a historian studying... (15 marks) (AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 5 marks)</p> <p>Q3) How far do you agree statement. (AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks)</p>