

History

Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in <<subject>> through the below:

Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge Introduced	The making of England (Romans, Saxons, Vikings and Alfred the Great) 1066 (Contenders to the Throne, Battles of Stamford Bridge and Hastings) Castles (Need for castles, castles over time, siege warfare, Skipton Castle)	Medieval European life (towns, villages, feudal system, Domesday, Magna Carta., Peasant's Revolt, the Black Death, Religion Medieval Islamic life (Towns, Villages, government, religious tolerance)	The Tudors (Henry VII, Henry VIII, The Break from Rome, Edward IV, Mary I, Elizabeth I, The golden Age) The Stuarts (James I, The Gunpowder Plot, Charles I, Causes of Civil War, Events of the Civil War, New Model Army, Execution of Charles I, Oliver Cromwell, Glorious Revolution
	Knowledge Revisited	n/a	The making of England (Romans, Saxons, Vikings and Alfred the Great) 1066 (Contenders to the Throne, Battles of Stamford Bridge and Hastings) Castles (Need for castles, castles over time, siege warfare, Skipton Castle)	The making of England (Romans, Saxons, Vikings and Alfred the Great) 1066 (Contenders to the Throne, Battles of Stamford Bridge and Hastings) Castles (Need for castles, castles over time, siege warfare, Skipton Castle) Medieval European life (towns, villages, feudal system, Domesday, Magna Carta., Peasant's Revolt, the Black Death, Religion Medieval Islamic life (Towns, Villages, government, religious tolerance)
	Skills Introduced	Use of sources and interpretations Description and explanation Using evidence in History	Exam skills Comparisons in History	Change and Continuity Significance
	Skills Revisited		Use of sources and interpretations Description and explanation Using evidence in History	Use of sources and interpretations Description and explanation Using evidence in History Exam skills Comparisons in History



Year 8

<p>Knowledge Introduced</p>	<p>French Revolution (Estates System, Estates General, Terror, War, Napoleon, Restored Monarchy)</p> <p>Empire (reasons for, examples of Empire - America, India, Africa, Australia, Revolutions and rebellions)</p>	<p>Empire - Slavery causes, life of slaves, rebellions and abolition</p> <p>Industrial Revolution - causes, living conditions, working conditions, the fight for improvement</p> <p>Bradford - living conditions, working conditions, Saltaire, comparisons</p> <p>WW1 - causes, life on the western front, women and war, health and war, case studies, challenging the traditional view of War</p>	<p>Russia - before revolution, causes of the revolution, events of the revolution, communist Russia</p> <p>WW2 - Adolf Hitler, Causes of war, weapons and battles of WW2</p> <p>Cold War - what is it? Events of the Cold War, How did it end?</p> <p>World Genocide - The Holocaust, Srebrenica, Rwanda, Darfur, Rohingya</p>
<p>Knowledge Revisited</p>	<p>English Civil War</p>	<p>French Revolution (Estates System, Estates General, Terror, War, Napoleon, Restored Monarchy)</p> <p>Empire (reasons for, examples of Empire - America, India, Africa, Australia, Revolutions and rebellions)</p>	<p>French Revolution (Estates System, Estates General, Terror, War, Napoleon, Restored Monarchy)</p> <p>Empire (reasons for, examples of Empire - America, India, Africa, Australia, Revolutions and rebellions)</p> <p>Empire - Slavery causes, life of slaves, rebellions and abolition</p> <p>Industrial Revolution - causes, living conditions, working conditions, the fight for improvement</p> <p>Bradford - living conditions, working conditions, Saltaire, comparisons</p> <p>WW1 - causes, life on the western front, women and war, health and war, case studies, challenging the traditional view of War</p>
<p>Skills Introduced</p>	<p>New exam skills</p>	<p>Interpretations of Empire and Slavery</p>	<p>Use of case studies</p>
<p>Skills Revisited</p>	<p>Use of sources and interpretations</p> <p>Description and explanation</p> <p>Using evidence in History</p> <p>Comparisons in History</p> <p>Change and Continuity</p> <p>Significance</p>	<p>Use of sources and interpretations</p> <p>Description and explanation</p> <p>Using evidence in History</p> <p>Comparisons in History</p> <p>Change and Continuity</p> <p>Significance</p> <p>New Exam Skills</p>	<p>Use of sources and interpretations</p> <p>Description and explanation</p> <p>Using evidence in History</p> <p>Comparisons in History</p> <p>Change and Continuity</p> <p>Significance</p> <p>New Exam Skills</p>

Year 9	Knowledge Introduced	America, 1920-1973- The Boom, Social inequality, cultural developments, Depression,	New Deal, impact of WW2, post-war society, racism and Jim Crow, Civil Rights campaigns, Black Power, feminism	Conflict and Tension 1919-1939 – Peacemaking, the Big Three, Treaty of Versailles, League of Nations, Failures of the League, Successes of the League,
	Knowledge Revisited		America, 1920-1973- The Boom, Social inequality, cultural developments, Depression,	America, 1920-1973- The Boom, Social inequality, cultural developments, Depression, New Deal, impact of WW2, post-war society, racism and Jim Crow, Civil Rights campaigns, Black Power, feminism
	Skills Introduced	Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events significance		
	Skills Revisited		Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events significance	Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events significance
Year 10	Knowledge Introduced	Causes of Tension in Europe, escalation of tension in Europe, outbreak of war Britain, Power and the People: 1000-Present – Magna Carta, Simon de Montfort and the First Parliament,	Peasant’s Revolt, Pilgrimage of Grace, English Civil War, American War of Independence, 19th Century Political Reform, 19th Century protest groups, 19th Century Trade Unions,	Suffragettes, 20th Century Trade Unions, Ethnic Minorities.
	Knowledge Revisited	All Paper 1	All Paper 1 (Year 9) Power - Medieval	All Paper 1 Power - Medieval - 19th Century
	Skills Introduced	Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events Significance Factors Usefulness of sources		



	Skills Revisited		Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events Significance Factors Usefulness of sources	Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events Significance Factors Usefulness of sources
Year 11	Knowledge Introduced	Normans 1066-1100 - Crisis of succession, contenders to the throne, Battles of 1066, William's political control, changes to law, towns and villages. Feudal System, Church and Monastic reform. Normans – to change each year. Will focus on one historic site that links to one section of the Normans topic. This will centre around a pre-released resource booklet from the exam board utilising picture sources and extracts from Historical texts.	Revision of Paper 1	Revision of Paper 2
	Knowledge Revisited	All Paper 1 and Power topic	All Paper 1 and Paper 2	All Paper 1 and Paper 2
	Skills Introduced	The use of multiple sources to complete the case study task		
	Skills Revisited	Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events Significance Factors Usefulness of sources	Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events Significance Factors Usefulness of sources The use of multiple sources to complete the case study task	Interpretations GCSE exam questions Cause, event, Consequence Change and continuity Comparison of events Significance Factors Usefulness of sources The use of multiple sources to complete the case study task

A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

