

History

INTENT: A powerful, knowledge-rich curriculum

Curriculum principles

By the end of their all-through education, a student of history at Dixons Brooklands Academy will:

- know how an understanding of the past is developed from the available evidence and how that understanding contributes both to their personal development and to their deeper engagement with the world around them.
- know how to organise and communicate their historical knowledge in different ways and reach substantiated conclusions.
- understand the value of a rigorous historical education.

Our unifying 'sentence' is: "The History Department ensured that all students acquired the knowledge and habits of critical thought that allowed them to adapt and root their lives in face of the shifting sands of human experience."

In order to achieve a true understanding of history, topics have been intelligently sequenced based on the following rationale:

- academic and popular history deals mainly with the substance of the past – content, arranged according to perspective and interpretation. The History Department places great emphasis on both substantive knowledge and key concepts. Students will neither receive lessons that focus exclusively on knowledge retention nor on the deployment of 'skills'. To this end the pedagogy deployed is much informed both by M. Riley's 'enquiry question' and C. Counsell's 'hinterland' of knowledge.
- as a departmental philosophy, we start with the understanding that the past and present are not the same and that people in the past were therefore different in their attitudes and beliefs in ways that were determined by the contexts in which they lived. This is termed 'understanding of people in the past', a designation which includes concepts such as chronological understanding, empathy and diversity. This understanding is used to ask further questions centred on concepts of cause, consequence, change and continuity – we call this category of concepts 'describing and explaining the past'. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations, which is termed 'interpreting the past'.
- Mastery questions knit together longer sequences of lessons and, as such, lend structure and direction to a series of activities. Such questions provide the goal for a final, substantial and motivating activity through which students demonstrate understanding gleaned in the prior lessons.
- within individual lessons there is recognition that the quality of historical thinking is profoundly influenced both by pupils' grasp of substantive knowledge and their use of second-order or procedural concepts that provide the foundation of history. Consequently, the importance of both is made explicit and consistently modelled so that students understand both what history is and how they can construct it for themselves. It is also by making these things explicit that students are able to understand how to get better at history as opposed to simply knowing more information.
- abstract concepts are continually revisited throughout the key stages and old learning interleaved with new in order to develop a coherent understanding of specialised terminology.

The history curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- history deals with the sum of human experience and requires familiarity with a body of information and ideas shared by educated citizens. In detail, or in passing, events, concepts and controversies are visited and revisited both over time and space. In the same way, familiarity with key cultural, religious, scientific and political figures is assumed by educated people. Advantaged students start to acquire this cultural capital at home; for the disadvantaged, history offers a particularly rapid exposure to it. As a Department, we are sensitive both to the fact that individual students come to the subject with different frames of reference and bodies of knowledge and to the opportunities we have to widen students' horizons.
- literacy is a key part of the historian's armoury. Throughout our teaching we prioritise handling text at the most sophisticated level possible, guiding students in accordance with their individual needs. Oral and visual

sources are also used extensively, and here too we help students to grasp and critique the ideas and information offered. History is an excellent field for exploring material likely to enthuse students and can be accessed in different ways and at different levels.

- students are, of course, individuals. By helping them to access the range of human experience recorded in history everyone acquires better perspective both on their own needs and experiences and those of others. Empathy is a central requirement for any genuine understanding of the past and its value informs the present. On a broader scale, learning about the differences and similarities between cultures and societies enhances students' understanding of the present as well as the past.

We fully believe history can contribute to the personal development of students at DBK:

- history leads to great personal development as it changes the way students see the world by providing a wider frame of reference than the present – aiding both our students and their communities
- at Dixons Brooklands Academy, students are prepared to flourish in a society that exhibits high levels of literacy, numeracy, scientific understanding and aesthetic appreciation. History is a component in what it takes to make such a society and as such the successful learning of history matters to society.
- knowledge is continually questioned, organised, analysed and interpreted so that our students are provided with the intellectual weapons to guard against intolerance and closed thinking.
- the students' development of a detailed understanding of the identity of differing communities, cultures and nations, and knowledge of the past – however that past be constructed – provides our students with the tools to moderate their personal beliefs and philosophies via informed and responsible scepticism. Coming to grips with the way that rival arguments can be constructed in good faith and require careful and considered judgements encourages an attitude of mind is thus of inestimable value for individuals and for the societies of which they are a part.

At KS3 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Through KS3 and KS4, students will encounter a wide-range range of both historic and current vocations.
- links between historical knowledge and skills and specific professional expertise will be explicitly highlighted. Of particular relevance here, are the promises of a career in law, politics, journalism, research, or the media.

A true love of history involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- out of class resources are promoted to extend students' knowledge and to encourage intrinsic curiosity.
- authentic sources – both pictorial and written – are used at all opportunities to invite debate about artistic and linguistic evolution.
- students are exposed to historiography and further reading is promoted.
- the ever-changing relationship between the present and the past is emphasised to show the continuing relevance of the discipline and its profound depths.

History (Year 7)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
		Who are the British people?	Who were the Anglo-Saxons?	Who were the Vikings?	DIRT	Why did William win the Battle of Hastings?	Why did William build castles across England?	How can we find out what William was really like?	Review	How do historians know about the Kingdom of Mali?	How did Mansa Musa earn his place on the Catalan Atlas?	DIRT	How did the Mongol Empire grow to be so vast?
		What impact did the Romans have on British people?	Who had shaped Britain by 1000CE?	Review: Who had shaped Britain by 1000CE?	Why was there a Battle of Hastings in 1066?	How did William gain control of England	How did William keep control of England	How did William I conquer England 1066-86?	DIRT	How did Sunjata Keita establish the Kingdom of Mali?	Review: Why was the Kingdom of Mali so significant?	Who was Ghengis Khan and why was he so successful?	How did the Mongols control their Empire?
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	Source Interpretation	Revision	Review	What mattered to later medieval people?	What mattered to later medieval people?	What mattered to later medieval people?		Cycle 2 Assessments	What should people understand about the Black Death?	What should people understand about the Black Death?	What should people understand about the Black Death?	Review	What was revolutionary about the period 1500-1700?
	Power Review	Assessment	DIRT	What mattered to later medieval people?	What mattered to later medieval people?	What mattered to later medieval people?	Revision	DIRT	What should people understand about the Black Death?	What should people understand about the Black Death?	What should people understand about the Black Death?	DIRT	What was revolutionary about the period 1500-1700?
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05							Data day 19/07		
	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	What was revolutionary about the period 1500-1700?	Review	How significant was presence of Black people in Tudor England?	How significant was presence of Black people in	Revision	Cycle 3 Assessments	DIRT	How do historians know about the kingdom of Benin?		How do historians know about the kingdom of Benin?	Review

						Tudor England?							
	What was revolutionar y about the period 1500- 1700?	What was revolutionary about the period 1500- 1700?	What was revolutionary about the period 1500- 1700?	DIRT	How significant was presence of Black people in Tudor England?	How significant was presence of Black people in Tudor England?	Revision	Cycle 3 Assessments		How do historians know about the kingdom of Benin?	How do historians know about the kingdom of Benin?	How do historians know about the kingdom of Benin?	DIRT

History (Year 8)

Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
		How did sugar begin to spread around the world?	How did sugar create so much wealth in Britain?	What was the human cost of sugar (Plantations)?	Review: Writing a historical narrative of the sugar trade.	What was the Industrial Revolution?	What was the impact of the IR on the working lives of children?	Local History: Union Workhouse	Local History: Union Workhouse	Review: What was the impact of the Industrial Revolution on people's lives?	What are the aims of the Abolition movements?	Did the 1833 Act end British slavery?	Did Britain stop profiting from slavery in 1833?
		How did Europeans develop the sugar trade?	What was the human cost of sugar (Middle Passage)?	How did sugar become available to everyone?	DIRT	What was the impact of the IR on the working lives of men and women?	How did IR change ordinary lives?	Local History: Union Workhouse	I Disastrous and terrible' or the 'Dawn of New Liberty'?	DIRT	Was slavery already coming to an end before the 1833 Act?	How far did Indian indentured labour differ from slavery?	Did Britain support the Abolition in 1833?
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	How should the Slave Trade be remembered ?	Revision	How did people respond to the British Empire?	How did people respond to the British Empire?	How did people respond to the British Empire?	How did people respond to the British Empire?	How did people in Britain campaign for the right to vote?	Cycle 2 Assessments	How did people in Britain campaign for the right to vote?	How did people in Britain campaign for the right to vote?	DIRT	Why did the world go to war between 1914 and 1918?	Why did the world go to war between 1914 and 1918?
	Review	Assessment	How did people respond to the British Empire?	How did people respond to the British Empire?	How did people respond to the British Empire?	How did people in Britain campaign for the right to vote?	Revision	DIRT	How did people in Britain campaign for the right to vote?	Review	Why did the world go to war between 1914 and 1918?	Why did the world go to war between 1914 and 1918?	Why did the world go to war between 1914 and 1918?
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05							Data day 19/07		

Long Term Plan	Why did the world go to war between 1914 and 1918?	Why did the world go to war between 1914 and 1918?	How did views of WWI change from 1914 to 1918?	How did views of WWI change from 1914 to 1918?	How did views of WWI change from 1914 to 1918?	DIRT	What helped the struggle for equal rights in Britain after 1960?	Cycle 3 Assessments	DIRT	What helped the struggle for equal rights in Britain after 1960?	What helped the struggle for equal rights in Britain after 1960?	What helped the struggle for equal rights in Britain after 1960?	DIRT
	Why did the world go to war between 1914 and 1918?	Why did the world go to war between 1914 and 1918?	How did views of WWI change from 1914 to 1918?	How did views of WWI change from 1914 to 1918?	Review	What helped the struggle for equal rights in Britain after 1960?	Revision	Cycle 3 Assessments	What helped the struggle for equal rights in Britain after 1960?	What helped the struggle for equal rights in Britain after 1960?	What helped the struggle for equal rights in Britain after 1960?	Review	

History (Year 9)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
		Who were the Nazis and what were their ideas?	How did Hitler and the Nazis benefit from the Reichstag Fire?	How did the Nazis 'bring Germany into line'?	How did Hitler achieve total power in 1934?		Cycle 1 Assessments	Review	How did the Nazis control Germany?	How did Himmler's network of terror operate?	Review	Why was there little effective opposition to the Nazis?	Review
		Did Hitler and the Nazis really have power in Jan	How did Hitler end democracy in Germany?	How did the Nazis remove all potential opponents?	What were the consequences of the Night	Revision	DIRT	DIRT	What was the Gestapo and how powerful was it?	How did Goebbels use propaganda to keep	DIRT	How far were youth groups a threat to the Nazis?	DIRT
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	Did life improve for German workers under Nazi rule?	How successful were the Nazis in achieving their aims for women?	DIRT	Why was the Hitler Youth so important in Nazi Germany?	DIRT	How was Kristallnacht a turning point in the persecution of the Jews?	DIRT	Cycle 2 Assessments	Industry and Empire: 1750-1900	Why did Italian migrants face challenges?	Why were reactions to Jewish migrants so mixed?	Why did some Asian migrants have successful lives whilst others struggled?	Review
	How did the Nazis change the lives of women?	Review	How was education used to control young people?	Review	Nazi Racial Policy: How did the persecution of Jews increase?	Review	Revision	DIRT	Why did so many people migrate from Ireland?	Why were German migrants successful?	What was the experience of African migrants in Britain?	Why did Chinese communities become established?	DIRT
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05									Data day 19/07
	How did the events of the 20 th and 21 st Centuries	Why did Belgian and German migrants	How far were Commonwealth migrants welcomed	What was the response to economic migrants	Review		Revision	Cycle 3 Assessments	DIRT	What can photographs tell us about	What can photographs tell us about	What can photographs tell us about	What can photographs tell us about

	affect migration to Britain?	have such differing experiences?	following WWII?	from the European Union?						the Holocaust?	the Holocaust?	the Holocaust?	the Holocaust?
	How far did the 1905 Aliens Act cause a change in migration policy?	How were refugees and 'enemy aliens' treated in the Second World War?	What was the response to Commonwealth migration in the 1960s and 70s?	How have refugees and Asylum Seekers been treated since the 1990s?	DIRT		Revision	Cycle 3 Assessments	What can photographs tell us about the Holocaust?	What can photographs tell us about the Holocaust?	What can photographs tell us about the Holocaust?	What can photographs tell us about the Holocaust?	What can photographs tell us about the Holocaust?

Y9:

Living Under Nazi Rule 1-3

Migrants 3-4

Holocaust

History (Year 10)

Long Term Plan													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
		Elizabeth and her court	Elizabeth and her parliament	Review	Catholic links and Elizabeth's spy network	Review	Cycle 1 Assessments	Lives of the rich, middling and poor	Review	Decline of popular festivities	Review	What did explorers achieve in the Americas?	DIRT
		Privy Chamber and Privy Council	Elizabeth and her local government	DIRT	Mary Queen of Scots and Plots	DIRT	DIRT	Elizabethan family life	DIRT	Persecution of witches	DIRT	What did explorers achieve in the East?	Medieval England: an overview
		The Rebellion of the Earl of Essex (1601)	Elizabethan propaganda and censorship	Enforcement of the Religious Settlement	Armada and War with Spain	Revision	Lives of the rich, middling and poor	Poverty	Popular culture in Elizabethan England	What do reactions to theatre reveal?	What did early explorers achieve?	Review	What was experience of Jewish communities in ME?
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	Why were there so many migrants in England?	Official Responses	DIRT	Why were the Palatines only in England for one year?	What experiences did the Roma Gypsies have in England?	Review	Revision	Why did so many people migrate from Ireland?	Why were reactions to Jewish migrants so mixed?	Why did Chinese communities become established?	Introduction to War	Wartime opposition	Eastern and Western Occupation
	Low Country Migrants	Unofficial Responses	Changing times: 1500-1750	Why were Jews invited to return to England?	Why did the views of Africans in England change?	DIRT	Cycle 2 Assessments	Why did Italian migrants face challenges?	What was the experience of African migrants in Britain?	Review	War Economy	Review	Early Solution, Einsatzgruppen and Gas

	Who were the other migrants in medieval England?	Review	Why were the Huguenots officially welcomed?	How far were the Hansa Merchants accepted in England?	How were Indians in England viewed?	Industry and Empire: 1750-1900	DIRT	Why were German migrants successful?	Why did some Asian migrants have successful lives whilst others struggled?	DIRT	Impact of war on the German people	DIRT	Auschwitz
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05									Data day 19/07
	Responses to Nazi Occupation	DIRT	Who lived and worked at QBM?	Review: How to produce a great 'site Study' writing?	Why did the site change? (Cottonopolis and Links to Slavery)	Review: Writing about changes at the mill	How did the site change 1855-1959?	Cycle 3 Assessments	DIRT	QBM Trip?	How much change in use has there been throughout history?	Importance of written evidence at the site	What makes QBM a site worth investigating?
	Revision	What can we learn from buildings about the IR?	What was life like for Apprentices?	DIRT	Why did the site change? (Hannah Greg)	DIRT	Revision	Cycle 3 Assessments	Review: Explaining Turning Point in History	How has the site been used from foundation to present? (economic)	Review	Why is reconstruction rewarding?	
	Review	Why was QBM founded?	What can the physical remains tell us about daily life?	How did the site change, 1784-1855?	Was QBM a typical mill?	Why was 1847 a turning point?	Revision	Cycle 3 Assessments	DIRT	How has the site been used from foundation to present? (social)	DIRT	Why has the mill been important locally and nationally?	

Y10:
Elizabethans
Migrants 1-3
Nazis 4-5
Site Study

Topics completed in Y9:
Nazis 1-3
Migrants 4

History (Year 11)

Long Term Plan													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
	Training days + 1 pupil day										Data days 23/11 + 24/11		
		The geography of American and its people	Why did slavery in the South expand?	Review	What was the impact of migrants to the Far West?	What was the impact of Pike's Peak Gold Rush?	Cycle 1 Assessments	Why did the Civil War break out in 1861?	What was the African American experience of the CW?	Review	How did the Cattle Industry transform the Plains?	DIRT	How was the Indian way of life destroyed?
		How and why did the USA expand?	Why did tensions over slavery grow?	DIRT	How did the Mormons view the West?	Review	DIRT	Review	How did Reconstruction change lives after the	DIRT	How did Homesteaders survive on the Plains?	Why did war erupt on the Plains?	How did the lives of African Americans
		Review and Peer Feedback	How did US policy towards PI become more aggressive?	How did the Lakota adapt to life on the Plains?	What was the impact of the California Gold Rush?	Revision	Why did divisions between North and South increase?	DIRT	How was Reconstruction reversed?	Why was the railroad so important?	Review	Why was the Black Hills War a turning point?	What was the impact of big business, cities and migration?
Cycle 2	W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
							Training day 09/02			Data days 07/03 + 08/03			
	Review	Privy Chamber and Privy Council	Elizabeth and her local government	DIRT	Mary Queen of Scots and Plots	DIRT	Elizabethan family life	Cycle 2 Assessments	DIRT	Persecution of witches	DIRT	What did explorers achieve in the East?	How has the site been used from foundation to present? (economic)
	DIRT	The Rebellion of the Earl of Essex (1601)	Elizabethan propaganda and censorship	Enforcement of the Religious Settlement	Armada and War with Spain	Lives of the rich, middling and poor	Poverty	DIRT	Popular culture in Elizabethan England	What do reactions to theatre reveal?	What did early explorers achieve?	Review	How has the site been used from foundation to present? (social)

	Elizabeth and her court	Elizabeth and her parliament	Review	Catholic links and Elizabeth's spy network	Review	Lives of the rich, middling and poor	Revision	Review	Decline of popular festivities	Review	What did explorers achieve in the Americas?	DIRT	How much change in use has there been throughout history?
Cycle 3	W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	WC 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
				May bank holiday 06/05									Data day 19/07
	Review	Why is reconstruction rewarding?	Review	EXAM SKILLS	EXAM SKILLS	EXAM SKILLS	Exams	Exams	Exams				
	DIRT	Why has the mill been important locally and nationally?	DIRT	EXAM SKILLS	EXAM SKILLS	EXAM SKILLS	Exams	Exams	Exams				
	Importance of written evidence at the site	What makes QBM a site worth investigating?	EXAM SKILLS	EXAM SKILLS	EXAM SKILLS	EXAM SKILLS	Exams	Exams	Exams				

Y11:
America
Elizabethans
Site Study 4-5

Topics completed in Y9 and Y10:
Nazis 1-5
Migrants 1-4
Site Study 1-3