

History

Curriculum Principles

By the end of their education, a student of science 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 supported conclusions.
- Understand the value of a rigorous historical education.

It is the vision of the History department at Dixons Brooklands Academy that all students acquired the knowledge and habits of critical thought that allowed them to adapt and root their lives in face of the continually changing world around them.

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

- The History curriculum at DBK is primarily based on chronology from the early British people pre-1066 (Y7) to the Rise of the Nazis in the 20th Century (Y9). This chronological order is underpinned with second-order historical concepts. Those concepts are: cause, consequence, change over time, diversity, significance, interpretations, and using evidence. These second-order concepts are the foundation for an understanding of history.
- The second-order concepts provide the basis of good historical understanding and thinking. We start with the simpler concepts such as cause in Y7, considering what caused the conquest of England. Then we look at increasingly difficult concepts as the curriculum continues, for example how the lives of Jews changed under the Nazi regime. Although these concepts increase in difficulty, they are also interleaved.
- The History Department places great emphasis on both substantive knowledge and key historical concepts. Students will neither receive lessons that focus exclusively on knowledge retention nor on the deployment of 'skills', knowledge, skills and concepts are embedded in all lessons. Finally, we explore how history is and has been constructed, which includes concepts of significance and interpretations.
- 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 concepts that provide the foundation of history. Consequently, the importance of both is made explicit and modelled so that students understand both what history is and how they can construct it for themselves.

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.
- Regular checks for understanding in lesson, regular written feedback, and Whole Class Feedback allow staff to identify gaps in knowledge and understanding within history. This is then used to adapt teaching resources and explanation to close those gaps. Misconceptions are addressed at the earliest opportunity, either through the Do Now starters or teacher explanation. After each assessment point, Whole Class Feedback is used to close the most common gaps and misconceptions in each class.
- SEND students are supported through a process of adaptive teaching. Staff are aware of all student needs within the class through the INIPs, which are annotated on seating plans. Although centrally aligned with the curriculum, each lesson has slight differences depending on the needs of the class. Guided practice, dual coding, expert modelling, continual retrieval (Do Now starters, and Nothing New, Just Review), and turn and talk give SEND students the support they need in the classroom to be successful.
- Literacy is a key part of the historian's armoury. We are aware of the below chronological age readers in the school and support them through a variety of methods. Throughout our teaching we prioritise handling text at the most sophisticated level possible, guiding students in accordance with their individual needs. Visual sources are also used extensively, and here too we help students to grasp the ideas and information offered through guided reading. Explicit vocabulary is embedded in the history department's teaching resources, in addition to reading fluency demonstrated by teaching staff.

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.

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. In history homework is carried out using knowledge organisers to do read, cover, write, check.

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 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.
- After-school revision sessions are held weekly with KS4 students to provide further guidance on the GCSE skills and knowledge.

Curriculum Overview

All children are entitled to a curriculum and to powerful knowledge that will open doors and maximise their life chances.



	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Enquiry Content	<u>How did William I conquer England?</u> <ol style="list-style-type: none"> 1. Migration to Britain pre-1066 2. Why was there a Battle of Hastings? 3. Why did William win the Battle of Hastings? 4. How did William gain control of England 1061-71? 5. Why did William build castles across England? 6. How did William keep control 1071-1087? 7. How can we find out what William was really like? 8. How did William I conquer England? 	<u>What mattered to Medieval People?</u> <ol style="list-style-type: none"> 1. Who controlled Medieval society? 2. What mattered to Medieval peasants? 3. What mattered to Medieval townspeople? 4. Did medical knowledge matter to Medieval people? 5. Why did religion matter too much to Medieval people? 6. Review: How can we summarise what mattered to Medieval people? <u>What should people understand about the Black Death?</u> <ol style="list-style-type: none"> 1. How was the Medieval world connected? 2. What made the spread of the Black Death so terrifying? 3. How did people respond to the Black Death? 4. How did the Black Death change the lives of survivors? 5. Why did the Peasants' Revolt? <p>Review: How can we explain the causes of Peasants' Revolt?</p>	<u>Why was religion so important to the Tudors?</u> <ol style="list-style-type: none"> 1. Migration to Britain: John Blanke 2. What was so revolutionary about the Protestants? 3. How did the Tudors reform religion? 4. What were the consequences of this Reformation? 5. What does the story of Mary Fillis reveal about Tudor England? <u>How can we use sources to tell the story of the Kingdom of Benin?</u> <ol style="list-style-type: none"> 1. How do we find out about the Kingdom of Benin? 2. How and why did Benin become so powerful? 3. What was life like in Benin City? 4. What factors led to the fall of the Kingdom of Benin? 5. Should objects stolen from the Kingdom of Benin be returned to Nigeria?
Concepts	Causation; Chronology; Diversity; Evidence	Diversity; Interpretations; Change over time; Evidence; Cause and consequence	Cause; Change; Diversity; Interpretations; Significance
Building on	Conquest (Romans) Anglo-Saxons and Vikings	Diversity of experience Role of religion Power of control Knowledge of medicine and disease Religious beliefs and understanding	Power of the Church (Medieval) Black Tudors
Building towards	Invasion and Conquest (British Empire, Abolition, Elizabeth I, Migration) Power of Monarchy (Peasants' Revolt, Reformation) Rebellion (TAST, Elizabeth I)	Role of labour (Industrial revolution) Political protest (Suffrage) Migration KS4	Early modern migration (KS4) and Elizabethan England (KS4) Abolition





	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Enquiry Content	<p><u>What was the impact of the Industrial Revolution on people's lives?</u></p> <ol style="list-style-type: none"> 1. What was the Transatlantic Slave Trade? 2. How did Britain profit from the TAST? 3. What was the Industrial Revolution? 4. What was the impact of the Industrial Revolution on the working lives of men and women? 5. What was the impact of the Industrial Revolution on the working lives of children? 6. How did the Industrial Revolution change ordinary lives? 7. 'Disastrous and Terrible' or the 'Dawn of New Liberty'? 8. Review: What was the impact of the Industrial Revolution on people's lives? 	<p><u>Did the 1833 Act achieve the aims of the Abolitionist Movement?</u></p> <ol style="list-style-type: none"> 1. What were the aims of the Abolitionist movement? 2. Was slavery already coming to an end before the 1833 Act? 3. Did the 1833 Act end British slavery? 4. Did Britain stop profiting from slavery in 1833? 5. Review: How should the Slave Trade be remembered in Britain? <p><u>How did people respond to the British Empire?</u></p> <ol style="list-style-type: none"> 1. What was the British Empire? 2. How did Indians resist the expansion of the EIC? 3. How did the British Raj change the lives of Indian people? 4. What stories can we tell about British colonisation in Africa? 5. How did African people respond to British colonialism? 	<p><u>How did people campaign for the right to vote?</u></p> <ol style="list-style-type: none"> 1. Why did people want to reform elections in the 19th Century? 2. How did people fight for the right to vote in the 19th Century? 3. Why were women willing to campaign for the right to vote? 4. How did different suffrage societies campaign for the vote? 5. Suffragettes and Suffragists 6. Review: How is the campaign for votes for women remembered? <p><u>Why was World War I a global war?</u></p> <ol style="list-style-type: none"> 1. What are the causes of WWI? 2. Why did men join the army in the First World War? 3. How did different soldiers experience the First World War? 4. Why were casualties so high in the First World War? 5. What did the government tell the British people about the war?
Concepts	Interpretation; Cause; Diversity	Diversity; Cause and Consequence; Interpretations	Cause and consequence Causation Diversity Interpretations
Building on	Diversity in history	Slavery Protest (Peasants' Revolt; Counter-Reformation) Industrial Revolution	Political campaigns (Abolition) Protest (Peasants' Revolt; Counter-Reformation) British Empire
Building towards	British Empire Links to equality and Suffrage Industrialisation of Britain and links to WW1 KS4 Site Study: Quarry Bank Mill	Suffrage Movement British Empire Migration (KS4) Making of America (KS4) Elizabeth I (KS4)	Migration (KS4) Nazi Germany (KS4)





	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Enquiry Content	<p><u>How were the Nazis able to take control of Germany so quickly?</u></p> <ol style="list-style-type: none"> 1. Did Hitler and the Nazi party really have power by Jan 1933? 2. How did Hitler and the Nazi party benefit from the Reichstag Fire? 3. How did Hitler end democracy in Germany? 4. How did the Nazis remove all potential opponents? 5. How did Hitler achieve total power in 1934? 6. What were the consequences of the Night of the Long Knives? 7. Review: What was the most important event in gaining power? <p><u>Why was it so hard to oppose Nazi rule?</u></p> <ol style="list-style-type: none"> 1. How did the Nazis control Germany? 2. What was the Gestapo and how powerful was it? 3. How did Himmler's network of terror operate? 4. How did Goebbels use propaganda to keep control? 5. Why was there little effective opposition to the Nazis? 	<p><u>How did the lives of German people change, 1933-39?</u></p> <ol style="list-style-type: none"> 1. Did life improve for German workers under Nazi rule? 2. How did the Nazis change the lives of women? 3. How successful were the Nazis in achieving their aims for women? 4. How was education and the Hitler Youth used to control young people? 5. How did the persecution of Jews increase? 6. How was Kristallnacht a turning point in the persecution of Jews? 7. What were the conditions of the Ghettos in Nazi-occupied Europe? 8. What were the Nazis doing in Eastern Europe during WWII? 9. What was the 'final solution' and why do we need to learn about it? <p>Migrants to Britain (GCSE)</p> <p><u>Unit 1: Medieval Migrants</u></p> <ol style="list-style-type: none"> 1. Medieval England, overview 2. Jewish communities 3. Conversion and Expulsion 4. Low Country migrants 5. Official and unofficial responses 	<p>Migrants to Britain (GCSE)</p> <p><u>Unit 2: Early Modern Migrants</u></p> <ol style="list-style-type: none"> 1. Changing times: 1500-1750 2. Why were the Huguenots welcomed? 3. Why were the Palatines only here for a year? 4. Why were Jews invited back? 5. How far were Hansa Merchants and Roma Gypsies accepted in England? 6. Why did lives of Africans change? 7. How were Indians viewed?
Concepts	Change over time; Causation and consequence; Interpretations; Evidence; Significance	Cause and consequence Causation Diversity Interpretations	Cause; Diversity; Significance; Change over time
Building on	Power of government Holocaust Democracy (Suffrage)	Political campaigns (Abolition) Protest (Peasants' Revolt; Counter-Reformation)	Conquest/ colonisation (Y7/8)
Building towards	Migration (KS4)	Early Modern Migration Industrial Migration Modern Migration	





	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Enquiry Content	<p>The Elizabethans (GCSE)</p> <p><u>Unit 1: Elizabeth and Government</u></p> <ol style="list-style-type: none"> 1. Elizabethan patronage 2. How did Elizabeth govern? 3. Earl of Essex Rebellion, 1601 4. Elizabeth's problems in Parliament 5. Elizabeth and her local government, and propaganda 6. Images of Elizabeth <p><u>Unit 2: Catholic threats to Elizabeth</u></p> <ol style="list-style-type: none"> 1. Threat of English Catholics 2. Increased Catholic threat 3. Mary, Queen of Scots, and the plots 4. The Armada and war with Spain <p><u>Unit 3: Daily Lives in Elizabethan Society</u></p> <ol style="list-style-type: none"> 1. Lives of rich, middling and poor 2. Elizabethan family life 3. Poverty and the response to poverty 4. Popular Culture 5. Elizabethan theatre 6. Decline of popular festivities 7. Persecution of witches 8. Historical interpretations <p><u>Unit 4: The Wider World</u></p> <ol style="list-style-type: none"> 1. Elizabethan adventurers 2. What did explorers achieve in the Americas? 3. What did explorers achieve in the East? 	<p>Migrants to Britain (GCSE)</p> <p><u>Unit 1: Medieval Migrants</u></p> <ol style="list-style-type: none"> 1. Medieval England, overview 2. Jewish communities 6. Conversion and Expulsion 7. Why were there so many migrants in Medieval England? 8. Low Country migrants 9. Who were the other migrants? 10. Official responses 11. Unofficial responses <p><u>Unit 2: Early Modern Migrants</u></p> <ol style="list-style-type: none"> 1. Changing times: 1500-1750 2. Why were the Huguenots welcomed? 3. Why were the Palatines only here for a year? 4. Why were Jews invited back? 5. How far were Hansa Merchants accepted? 6. What was the experience of Roma Gypsies? 7. Why did lives of Africans change? 8. How were Indians viewed? <p>Living under Nazi Rule (GCSE)</p> <p><u>Unit 4: Second World War</u></p> <ol style="list-style-type: none"> 1. War economy 2. Impact of the war on the German people 3. Wartime opposition 4. Total War <p>Unit 5: Occupation and the Holocaust</p> <ol style="list-style-type: none"> 1. Eastern and Western occupation 2. Early solutions, Einsatzgruppen and Gas 3. Auschwitz 	<p>Site Study: Quarry Bank (GCSE)</p> <p><u>Unit 1: Foundation and Expansion</u></p> <ol style="list-style-type: none"> 1. What can we learn from buildings? 2. Why was QBM founded? 3. Who lived and worked at QBM? 4. Life for Apprentices 5. Daily Lives 6. How did the site change? (1784-1855) 7. Why did the site change? (1) 8. Why did the site change? (2) 9. Was QBM typical? 10. Why was 1847 a turning point? 11. How did the site change? (1855-1959) <p><u>Unit 2: Decline and Change</u></p> <ol style="list-style-type: none"> 1. How has the site been used economically? 2. How has the site been used socially? 3. How much change in use has there been? 4. Importance of written evidence 5. Why is reconstruction rewarding? 6. Why is the mill important? 7. Why is QBM worth investigating?
Concepts	Interpretations; Change over time; Cause	Cause and consequence Causation Diversity Interpretations	Cause; Change over time; Diversity; Using evidence
Building on	Reformation (Y7)	Political campaigns (Abolition) Protest (Peasants' Revolt; Counter-Reformation)	Industrial Revolution (Y8) Industrial Migrants (Y9)
Building towards	Early Modern Migrants	Early Modern Migration Industrial Migration Modern Migration	





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	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Enquiry Content	<p>Living under Nazi Rule (GCSE)</p> <p>Unit 4: Second World War</p> <p>War economy</p> <p>Impact of the war on the German people</p> <p>Wartime opposition</p> <p>Total War</p> <p><u>Unit 5: Second World War</u></p> <ol style="list-style-type: none"> 1. Eastern and Western occupation 2. Early solutions, Einsatzgruppen, and gas 3. Auschwitz <p>Making of America (GCSE)</p> <p><u>Unit 1: America's Expansion</u></p> <ol style="list-style-type: none"> 1. The geography of America and its people 2. How and why did the USA expand? 3. Why did Slavery in the South expand? 4. Why did tensions over slavery grow? 5. How did the US policy towards Plains Indians become more aggressive? <p><u>Unit 2: The West</u></p> <ol style="list-style-type: none"> 1. How did the Lakota adapt to the Plains? 2. What was the impact of migrants on the Far West? 3. How did the Mormons view the West? 4. What was the impact of the California Gold Rush? 5. What was the impact of Pike's Peak Gold Rush? <p><u>Unit 3: Civil War and Reconstruction</u></p> <ol style="list-style-type: none"> 1. Why did divisions between the North and South increase? 2. Why did the Civil War break out in 1861? 3. What was the African American experience of the Civil War? 4. How did Reconstruction change lives? 5. Why was Reconstruction reversed? 	<p>Making of America (GCSE)</p> <p><u>Unit 4: The Plains</u></p> <ol style="list-style-type: none"> 1. How did the Cattle Industry transform the Plains? 2. How did Homesteaders survive the Plains? 3. Why did war erupt on the Plains? 4. Why was the Black Hills war a turning point? <p><u>Unit 5: American Cultures</u></p> <ol style="list-style-type: none"> 1. How was the Indian way of life destroyed? 2. How did the lives of African Americans change? 3. What was impact of big business? 4. What was the impact of cities? 5. What was the impact of migration? <p>Revision:</p> <p>Living Under Nazi Rule, 1933-45</p> <p>Revision:</p> <p>The Elizabethans, 1580-1603</p> <p>Revision:</p> <p>Migrants to Britain, 1250-1900</p>	<p>Revision:</p> <p>Migrants to Britain, 1900 present</p> <p>Revision:</p> <p>Quarry Bank Mill, 1784-present</p>
Concepts	Cause; Diversity; Consequence; Significance; change over time	Cause; Consequence; change over time; Diversity; Significance; Interpretations; Using evidence	Cause; Change over time; Diversity; Using evidence
Building on	Sugar (Y8) Abolition (Y8) Industrial Migrants (Y9)	The Elizabethans (Y10) Living Under Nazi Rule (Y9/10) Migrants to Britain (Y9/10)	Quarry Bank Mill (Y10)
Building towards	Revision		



