

THS History Curriculum Intent, Introduction

The History curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, in Year 9 we introduce them to a number of important first order concepts – one being 'ideology.' We have a specific focus on capitalism and communism, an understanding of which is essential as our students progress through KS3, into KS4 (Cold War and Weimar and Nazi Germany), and into KS5 (Modern Britain).

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, students will begin by using historical sources for comprehension and will progress to evaluation of sources for reliability, usefulness and purpose.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, while students are studying the Cold War, they will listen to a popular BBC podcast called 'Tunnel 29', about a daring escape from East Berlin. Cultural Capital is identified in our document as the hinterland.

The document below details the core substantive and disciplinary knowledge and how these built over time in our subject.

THS History
Curriculum Intent;
Key Stage Three

THS History Curriculum Intent; Year 9

Term	Substantive Knowledge (The what)	Disciplinary Knowledge (The How)	Hinterland
Autumn	<p>CONTENT + FIRST ORDER CONCEPTS</p> <p><i>The Interwar Years: Boom or Bust?</i></p> <ul style="list-style-type: none"> • Post War USA – <i>economy, presidency, law</i> • US Civil Rights – <i>rights, freedom, race, inequality</i> • Russian Revolution – <i>communism, monarchy, revolution</i> • Chinese Communist Revolution – <i>revolution, civil war</i> • The Great Depression – <i>economy, class, global politics</i> <p><i>How was Britain “transformed by an extraordinary century of war and peace?” – Andrew Marr</i></p> <ul style="list-style-type: none"> • British Politics – <i>ideology, democracy, law</i> • The NHS – <i>liberalism, socialism, class</i> • Women's suffrage – <i>ideology, equality, feminism</i> • First World War – <i>conflict, war, empire</i> • Second World War – <i>conflict, war, ideology</i> • Empire Windrush – <i>empire, inequality, freedom</i> 	<p>AO1: Comprehension, retrieval, offer analysis of the significance of factors, making use of accurate and relevant factual detail to support analysis, producing a balanced argument</p> <p>AO2: strong explanation of change and continuity/ causation / significance using PEST to help form arguments, beginning to explain second-order concepts across longer periods of time (<i>synopticity</i>.)</p> <p>AO3: Developed source comprehension and explanation. A comprehensive use of contextual knowledge to analyse the usefulness of a source (provenance) and comparison of sources. Understanding of link between purpose and source reliability for a variety of source types</p> <p>AO4: Comprehension of contrasting historical interpretations and can explain why historians have different interpretations of the past, with use of context and purpose.</p>	<p>The Interwar Years</p> <ul style="list-style-type: none"> • Music, poetry, art from the Harlem Renaissance • Prohibition • Al Capone • Republicanism <p>Britain Case Study</p> <ul style="list-style-type: none"> • Music, popular culture and art • You're Dead to Me Podcast • Suffragette
	<p>Developing from Year 7&8:</p> <ul style="list-style-type: none"> • First World War • Trench life • Causes of the First World War – MAIN • Women's suffrage • Industrial Revolution – technology • Second World War – The Blitz and life during 	<p>Developing from Year 7 & 8</p> <ul style="list-style-type: none"> • AO1: Retrieval of prior knowledge of first order concepts • AO2: More in depth analysis of significant factors using prior knowledge of first order concepts • AO3: Moving from interpretations of sources to analysis of a variety of source types, based on nature, origin and purpose of the sources. • AO4: Moving from being able to identify the argument within a historical interpretation to understanding why those interpretations are formed. 	

THS History Curriculum Intent; Year 9

Term	Substantive Knowledge (The what)	Disciplinary Knowledge (The How)	Hinterland
Spring	<p>CONTENT + FIRST ORDER CONCEPTS</p> <p>When Hitler came to power, was the Second World War inevitable?</p> <ul style="list-style-type: none"> • The Great Depression – <i>economy, class, global politics</i> • <i>Political ideas</i> • Rise of the Dictators - <i>ideology, democracy, repression</i> • Appeasement – <i>power, democracy, rights</i> • Nazi Soviet Pact – <i>alliances, power, dictatorship, communism</i> • Adolf Hitler + the Nazi Party – <i>Fascism, Nazism, repression, power, persecution</i> <p>How could the Holocaust happen?</p> <ul style="list-style-type: none"> • Roots of Antisemitism – <i>diversity, prejudice, folklore, religion</i> • Jewish Life in Europe – <i>rights, culture</i> • The Nuremberg Laws – <i>oppression, politics</i> • Rising violence – <i>Nazism, suffering</i> • The Final Solution – <i>persecution, genocide</i> • Other persecuted groups – <i>diversity, genocide</i> 	<p>AO1: Comprehension, retrieval, and analysis of the significance of factors, making use of accurate and relevant factual detail to support analysis, producing a balanced argument</p> <p>AO2: strong explanation of cause and consequence / significance using PEST to help form arguments, beginning to explain second-order concepts across longer periods of time (<i>synopticity</i>.)</p> <p>AO3: Developed source comprehension and explanation. A comprehensive use of contextual knowledge to analyse the usefulness of a source (provenance) and comparison of sources. Understanding of link between purpose and source reliability for a variety of source types.</p> <p>AO4: Basic analysis of contrasting historical interpretations and can explain why historians have different interpretations of the past, with use of context and purpose.</p>	<p>Hitler + Second World War</p> <ul style="list-style-type: none"> • US Great Depression, FDR, New Deal • Stalinism and purges • Mussolini • Churchill <p>The Holocaust:</p> <ul style="list-style-type: none"> • Judaism, discussions of Jewish beliefs. • Historic antisemitism e.g. York Massacre • Case studies of survivors e.g. Janine Webber, Uri Winterstein • Personal experience – staff visits to Auschwitz.
	<p>Developing from Year 7&8:</p> <ul style="list-style-type: none"> • How citizens lives are controlled through various time periods • Significance of individuals and groups in understanding the reasons why an event happens. • Birchensale: Kristallnacht, Kindertransport, Dresden bombing campaigns. • Second World War • Causes of the First World War (MAIN) • Causes of the Second World War & Hitler's Rise to Power (dictators and extremism.) <p>Developing from Year 9:</p> <ul style="list-style-type: none"> • Political ideologies and leadership 	<p>Developing from Year 7 & 8</p> <ul style="list-style-type: none"> • AO1: Retrieval of prior knowledge of first order concepts • AO2: More in depth analysis of significant factors using prior knowledge of first order concepts • AO3: Moving from interpretations of sources to analysis of a variety of source types, based on nature, origin and purpose of the sources. • AO4: Moving from being able to identify the argument within a historical interpretation to understanding why those interpretations are formed. 	

THS History Curriculum Intent; Year 9

Term	Substantive Knowledge (The what)	Disciplinary Knowledge (The How)	Hinterland
Summer	<p>CONTENT + FIRST ORDER CONCEPTS How did wartime friends become peacetime enemies?</p> <ul style="list-style-type: none"> • Communism vs. Capitalism – <i>ideology, politics, global conflict</i> • The origins of the Cold War – <i>conflict, atomic</i> • The Berlin Blockade – <i>suffering, communism</i> • The Arms Race – <i>militarism, adversaries</i> • The Space Race – <i>exploration, empire</i> • NATO – <i>alliances, peace, militarism</i> <p>The 21st Century: Brave New World?</p> <ul style="list-style-type: none"> • Worldwide race relations – <i>inequality, racism, rights</i> • Conflict in the Middle East – <i>ideology, religion,</i> • 9/11 – <i>ideology, conflict, militarism</i> • Technological advancement – <i>technology, modern,</i> 	<p>AO1: Comprehension, retrieval, offer analysis of the significance of factors, making use of accurate and relevant factual detail to support analysis, producing a balanced argument</p> <p>AO2: strong explanation of cause and consequence/ significance, beginning to explain second-order concepts across longer periods of time (<i>synopticity</i>.)</p> <p>AO3: Developed source analysis, with some evaluation . A comprehensive use of contextual knowledge to analyse the usefulness of a source (provenance) and comparison of sources. Understanding of link between purpose and source reliability for a variety of source types</p> <p>AO4: Comprehension of contrasting historical interpretations and can explain why historians have different interpretations of the past, with use of context and purpose, some evaluation of convincingness of interpretations</p>	<p>The Cold War:</p> <ul style="list-style-type: none"> • Political spectrum revisited, US politics, Democrat vs Republican • Presidency • USSR – death of Stalin power struggle • Putin • Hollywood • Tunnel 29 <p>21st Century:</p> <ul style="list-style-type: none"> • Music and film • Roots of the Middle Eastern conflict – link back to WW"/ Holocaust] • Nelson Mandela
	<p>Developing from Year 7&8:</p> <ul style="list-style-type: none"> • How citizens lives are controlled through various time periods • Significance of individuals and groups in understanding the reasons why an event happens. • Birchensale: Kristallnacht, Kindertransport, Dresden bombing campaigns. • Second World War • Causes of the First World War (MAIN) • Causes of the Second World War & Hitler's Rise to Power (dictators and extremism.) <p>Developing from Year 9:</p> <ul style="list-style-type: none"> • Political ideologies and leadership 	<p>Developing from Year 7 & 8</p> <ul style="list-style-type: none"> • AO1: Retrieval of prior knowledge of first order concepts • AO2: Analysis of significant factors using prior knowledge of first order concepts • AO3: Moving from interpretations of sources to analysis of a variety of source types, based on nature, origin and purpose of the sources with some evaluation. • AO4: Moving from being able to understand differences within a series of historical interpretations to analysing why those interpretations are formed 	
By the end of Year Nine:	<p>By the end of Year 9, our aim is that students will have a strong grasp of 20th Century World history. They will have a clear understanding of the various political ideologies which emerged in the era, reviewing consistently throughout the year to ensure this knowledge is secure ready for KS4. Students will be able to explain how factors are interrelated through drawing on knowledge of the consequences of WW1 at the end of Year 8 in our MAT Middle Schools in order to explain why there was another war. This knowledge will also be retrieved when thinking about The Cold War. Students will confidently be able to produce a coherent and balanced argument, from which they can produce a substantiated judgement. In terms of second-order concepts, by the end of Year 9 students will have a confident grasp of how to explain causes and consequences and treat them as interrelated. They will also be confident in showing an awareness of change and continuity, within their time period but also through drawing links to previous time periods studied, thus having developed synopticity. Students will have developed from beginning to judge the usefulness of a source to being able to compare various types of source and analyse these different types of source with confidence. They will have also developed 'mastery' in analysing satire in cartoons. Finally, students will have developed from explaining why interpretations differ, to synthesising aspects of different interpretations in order to produce their own interpretation as well as a judgement on the validity of differing interpretations.</p>		

THS History
Curriculum Intent;
Key Stage Four

THS History Curriculum Intent; Year 10

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>CONTENT + FIRST ORDER CONCEPTS What impact did religion have on the changing definitions of Crime and Punishment c.1000 – 1700?</p> <ul style="list-style-type: none"> The Norman Conquest – power, monarchy, feudalism The Medieval Church – religion, power The role of Government – power, conflict The Tudors – monarchy, religion, power The Reformation – religion, power, conflict Witchcraft – women, power, civil war <p>How did the Industrial Revolution 'revolutionise' Britain's approach to punishment 1700 - 1900?</p> <ul style="list-style-type: none"> Highway Robbery, poaching, smuggling – social, class The end of the Bloody Code and Public Execution – human rights, humanitarianism Prison Reform – social, power, human rights The Metropolitan Police – law enforcement, centralisation 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts; cause and consequence, similarity and difference, change and continuity and significance.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<ul style="list-style-type: none"> Black Death Peasant's Revolt The Norman Conquest and control e.g. castles Tudor England – the monarchy Edward Vi + Lord Protectors Henry VIII and marriage Link to modern religious conflict You're Dead to Me/Britannica Podcasts on witchcraft Claude Duval The Monarchy and powers of the Monarch Who was Jack the Ripper?
	<p>Developing from Year 9:</p> <ul style="list-style-type: none"> How citizens lives are controlled through various time periods Significance of individuals and groups in understanding the reasons why an event happens. Power and authority of the Government <p>• Birchensale: Medieval England, Early Modern – Tudor England, the Reformation.</p>	<p>Developing from KS3</p> <ul style="list-style-type: none"> AO1: Retrieval of prior knowledge of first order concepts AO2: Analysis of change and continuity using prior knowledge of first order concepts AO3: Using NOP to interpret sources to analysis of a variety of source types, based on nature, origin and purpose of the sources with some evaluation. AO4: Understanding differences within a series of historical interpretations to analysing why those interpretations are formed. 	

THS History Curriculum Intent; Year 10

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Spring	<p>CONTENT + FIRST ORDER CONCEPTS</p> <p><i>Has modern technology influenced crime and punishment in the 20th Century?</i></p> <ul style="list-style-type: none"> • Changing nature of crimes due to technology – <i>technology, advancements</i> • Community law enforcement – <i>social, empowerment</i> • Conscientious Objectors – <i>ideology, religion</i> <p><i>To what extent were the Golden Years of the Weimar Republic, truly 'golden'?</i></p> <ul style="list-style-type: none"> • End of the First World War – <i>conflict, ideology</i> • Treaty of Versailles – <i>sanction, economic</i> • Weimar Republic – <i>democracy, power</i> • Political Challenges - <i>ideology, conflict</i> • The Golden Years – <i>liberalism, equality</i> 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts; cause and consequence, similarity and difference, change and continuity and significance.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<ul style="list-style-type: none"> • Comparison of judicial systems across the globe and definitions of crime – what constitutes a crime in other countries compared to UK. • German experience of the First World War. • All Quiet on the Western Front • Link between Germany and fascism in Japan.
	<p><i>Developing from Year 9:</i></p> <ul style="list-style-type: none"> • Conflict, identity, authority • Power and authority of the Government • Ideology, identity • Hitler's rise to power • Capitalism vs. Communism <p>• Birchensale – Second World War</p>	<p><i>Developing from KS3:</i></p> <ul style="list-style-type: none"> • AO1: Retrieval of prior knowledge of first order concepts • AO2: Analysis of change and continuity and significance using prior knowledge of first order concepts • AO3: Using NOP to interpret sources to analysis of a variety of source types, based on nature, origin and purpose of the sources with some evaluation. • AO4: Understanding differences within a series of historical interpretations to analysing why those interpretations are formed. 	

THS History Curriculum Intent; Year 10

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Summer	<p>CONTENT + FIRST ORDER CONCEPTS</p> <p>How did Hitler rise to power?</p> <ul style="list-style-type: none"> • Growth in support for the Nazi Party – <i>politics, power</i> • The Munich Putsch – <i>revolution, ideology</i> • The Bamberg Conference – <i>laws, social</i> • The SA/SS – <i>terror, fear, power</i> • The Great Depression – <i>economy, social</i> • Hitler becomes Chancellor – <i>politics, power</i> <p>How effective was Nazi control over Germany?</p> <ul style="list-style-type: none"> • Single Party totalitarian state – <i>ideology, facism</i> • Gestapo – <i>terror, fear, power</i> • Concentration Camps – <i>terror, fear</i> • Concordat with the Catholic Church – <i>religion, ideology</i> 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts; cause and consequence, similarity and difference, change and continuity and significance.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<ul style="list-style-type: none"> • Hitler Rise of Evil • The Swing Kids • Rise of the Nazis • Mussolini and the Black Shirts <ul style="list-style-type: none"> • George Orwell 1984 • Stories about WW2 relatives • Catholic Church – link to C&P and the power the Church once had compared. • Other flawed democratic systems.
By the end of Year Ten:	<p>By the end of Year 10, our aim is that students will have a strong grasp of change and continuity in Crime and Punishment as well as how Hitler rose to power in Germany. They will have a clear understanding of the various first order concepts such as power, ideology and conflict reviewing consistently throughout the year to ensure this knowledge is secure ready for Year 11. Students will be able to explain how crime and punishments change and remained the same over 1,000 years in paper 1, and retrieve knowledge from Year 9 students will be able to effectively explain how factors led to Hitler's rise in Germany. This knowledge and first order concepts will enable pupils to produce a coherent and balanced argument, from which they can produce a substantiated judgement. In terms of second-order concepts, by the end of Year 10 students will have a confident grasp of how to explain causes and consequences and treat them as interrelated. They will also be confident in showing an awareness of change and continuity, within their time period but also through drawing links to previous time periods studied, thus having developed synopticity. Students will have developed from judging the usefulness of a source to being able to evaluate various types of source and analyse these different types of source with confidence. They will have also developed 'mastery' in analysing satire in cartoons. Finally, students will have developed from explaining why interpretations differ, to synthesising aspects of different interpretations in order to produce their own interpretation as well as a judgement on the validity of differing interpretations.</p>		

THS History Curriculum Intent; Year 11

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>CONTENT + FIRST ORDER CONCEPTS</p> <p>What was life like in Nazi Germany?</p> <ul style="list-style-type: none"> Nazi policies towards women, young people and minority groups – <i>social, conformity</i> The Holocaust – <i>genocide, antisemitism</i> Education policies – <i>power, control</i> The Hitler Youth – <i>power, control, indoctrination</i> League of German Maidens – <i>indoctrination, control</i> <p>How did wartime allies become peacetime enemies?</p> <ul style="list-style-type: none"> Capitalism vs. Communism – <i>ideology, conflict</i> Tehran, Yalta and Potsdam – <i>politics, world</i> NATO – <i>world, protection</i> Warsaw Pact – <i>law, fear</i> Cuban Missile Crisis – <i>conflict, ideology</i> Berlin Wall – <i>fear, segregation</i> 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts; cause and consequence, similarity and difference, change and continuity and significance.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<ul style="list-style-type: none"> The Clever Teen's Guide to... Swing Kids Holocaust Survivor testimony One Day in Auschwitz <ul style="list-style-type: none"> Political spectrum revisited, US politics, Democrat vs Republican Presidency USSR – death of Stalin power struggle Putin Tunnel 29
	<p>Developing from Y9 & Y10:</p> <ul style="list-style-type: none"> Conflict, identity, authority Power and authority of the Government Ideology, identity The Holocaust Women's rights 	<p>Developing from KS3 & Y10:</p> <ul style="list-style-type: none"> AO1: Retrieval of prior knowledge of first order concepts AO2: Analysis of cause and consequence and significance using prior knowledge of first order concepts AO3: Using NOP to interpret sources to analysis of a variety of source types, based on nature, origin and purpose of the sources with evaluation. AO4: Understanding differences within a series of historical interpretations to analysing why those interpretations are formed. 	

THS History Curriculum Intent; Year 11

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Spring	<p>CONTENT + FIRST ORDER CONCEPTS</p> <p>How did the Cold War end?</p> <ul style="list-style-type: none"> • Afghanistan – <i>control, resources, fear</i> • Nuclear Power – <i>arms race, weapons</i> • Star Wars – <i>supremacy, fear</i> • Eastern Bloc – <i>fear, control</i> • Fall of the Berlin Wall – <i>democracy, resolution</i> <p>How successfully did Elizabeth 1st govern England?</p> <ul style="list-style-type: none"> • Succession – <i>monarchy, legitimacy</i> • Legitimacy – <i>monarchy, women</i> • Privy Council – <i>power, law</i> • Francis Walsingham – <i>power, expert</i> • William Cecil – <i>power, expert</i> • Privy Council – <i>government, authority</i> • Catholic/ Protestant – <i>religion, conflict</i> • Religious Settlement – <i>resolution, power</i> 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts; cause and consequence, similarity and difference, change and continuity and significance.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<ul style="list-style-type: none"> • Artefacts • Chernobyl • Sputnik – establishment of NASA under Eisenhower • Music from the fall of the Berlin Wall e.g. Wind of Change <ul style="list-style-type: none"> • Black Tudors • Monarchy • Constitutional power • Politics • Religion revisited – link to C&P + Germany
	<p>Developing from Y9 & Y10:</p> <ul style="list-style-type: none"> • Power and authority of the Government • War, conflict • Cold War – Berlin Wall, end of the Cold War <ul style="list-style-type: none"> • Birchensale – Y7, The Tudors 	<p>Developing from KS3 & Y10:</p> <ul style="list-style-type: none"> • AO1: Retrieval of prior knowledge of first order concepts • AO2: Analysis of cause and consequence and similarity and difference using prior knowledge of first order concepts • AO3: Using NOP to interpret sources to analysis of a variety of source types, based on nature, origin and purpose of the sources with evaluation. • AO4: Understanding differences within a series of historical interpretations to analysing why those interpretations are formed. 	

THS History Curriculum Intent; Year 11

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Summer	<p>CONTENT + FIRST ORDER CONCEPTS</p> <p>To what extent were foreign powers threatening to Elizabeth 1st?</p> <ul style="list-style-type: none"> Spain, France, Vatican – <i>power, conflict</i> Spanish Armada – <i>war, religion</i> Francis Drake – <i>power, empire, exploration</i> Walter Raleigh - <i>power, empire, exploration</i> Singeing of the King's Beard – <i>conflict, war</i> Shakespeare – <i>social, culture</i> The Globe Theatre – <i>social, culture</i> Leisure – <i>social, culture</i> <p>Revision sessions – timetabled.</p>	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts; cause and consequence, similarity and difference, change and continuity and significance.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<ul style="list-style-type: none"> Battlefield Britain 7 Days to Save England Elizabeth, Elizabeth the Golden Age The Merry Wives of Windsor Comparing Elizabeth's <ul style="list-style-type: none"> Discussions of Level 3 pathway – A Level History.
	<p>Developing from KS3 & Y10:</p> <ul style="list-style-type: none"> Power and authority of the Government War, conflict Monarchy – Tudors (Birchensale) 	<p>Developing from KS3 & Y10:</p> <ul style="list-style-type: none"> AO1: Retrieval of prior knowledge of first order concepts AO2: Analysis of all second order concepts, applying prior knowledge of first order concepts AO3: Using NOP to interpret sources to analysis of a variety of source types, based on nature, origin and purpose of the sources with evaluation. AO4: Understanding differences within a series of historical interpretations to analysing why those interpretations are formed. 	
<p>By the end of Year Eleven:</p>	<p>By the end of Year 11, our aim is that students will have a strong grasp of change and continuity, cause and consequence, similarity and difference and significance across all four topics. They will have a firm understanding of the various first order concepts such as power, ideology and conflict reviewing consistently throughout the year to ensure this knowledge is secure ready for A Levels, or their chosen Level 3 pathway. Knowledge of the four topics and first order concepts will enable pupils to produce coherent, substantiated and balanced argument, from which they can produce a substantiated judgement. In terms of second-order concepts, by the end of Year 11 students will have a confident grasp of how to explain causes and consequences and treat them as interrelated. They will also be confident in showing an awareness of change and continuity, within their time period but also through drawing links to previous time periods studied, thus having developed synopticity. Students will have developed from judging the usefulness of a source to being able to fully evaluate various types of source and analyse these different types of source with confidence. They will have also developed 'mastery' in analysing satire in cartoons. Finally, students will have developed from explaining why interpretations differ, to synthesising aspects of different interpretations in order to produce their own interpretation as well as a judgement on the validity of differing interpretations.</p>		

THS History
Curriculum Intent;
Key Stage Five

THS History Curriculum Intent; Year 12 (Edexcel)

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Autumn	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> CONTENT + FIRST ORDER CONCEPTS </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>How did the First World War impact on the lives of British people?</p> <ul style="list-style-type: none"> Baldwin, Labour Party, Economic crisis, Liberal Party, social change, decline of the aristocracy, growth of spectator sports <p>- <i>politics, ideology, class</i></p> <p>How did the interwar years impact Britain?</p> <ul style="list-style-type: none"> Interwar unemployment, living standards of the 1930's, managed economy, austerity, Great Depression – the 'Hungry Years.' <p>- <i>social, economy, austerity</i></p> </div> <div style="width: 48%;"> <p>To what extent was the post-war era an era of affluence and conformity 1955 – 1963?</p> <ul style="list-style-type: none"> Levittowns, popular affluence, teenage culture and music, Elvis, Beatnik, Civil Rights Movement. <p>- <i>affluence, culture, race</i></p> <p>In what way did Kennedy's 'new frontier' impact on US Society 1961 – 1963?</p> <ul style="list-style-type: none"> March on Washington, the rise of the KKK, Peace Corps, National Parks, Kennedy's assassination. <p>- <i>liberalism, rights, social</i></p> </div> </div>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>Paper 1:</p> <ul style="list-style-type: none"> Stately Homes Political spectrum – link to other countries and USA. Music, culture, art. <p>Paper 2:</p> <ul style="list-style-type: none"> Culture – rock and roll music, art The story of Emmett Till Kennedy's assassination Jackie Kennedy Mad Men, The Help
	<p>Developing from KS3/4:</p> <ul style="list-style-type: none"> Ideology 20th Century Britain WW1 Economy 20th Century USA Race relations 	<p>Developing from Year KS4:</p> <ul style="list-style-type: none"> AO1: Retrieval of prior knowledge of first order concepts, analysis of cause and consequence, similarity and difference, change and continuity and significance using prior knowledge of first order concepts AO2: Using NOP to analyse sources to evaluate of a variety of source types, based on nature, origin and purpose of the sources AO3: Evaluate differences within a series of historical interpretations to analysing why those interpretations are formed. 	

THS History Curriculum Intent; Year 12 (Edexcel)

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Spring	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> CONTENT + FIRST ORDER CONCEPTS </div> <div style="display: flex;"> <div style="flex: 1; padding-right: 10px;"> <p>To what extent was the post-war era an era of consensus?</p> <ul style="list-style-type: none"> • Education, NHS, youth culture, liberal society, Windrush, decline of Empire, changing role of women, race relations. <p>- <i>liberalism, empire, race</i></p> <p>Was liberalism the cause or solution of social unrest?</p> <ul style="list-style-type: none"> • Liberalism, Feminism, consumer society, new Commonwealth immigration, changes in family life. <p>- <i>feminism, immigration, social</i></p> </div> <div style="flex: 1;"> <p>How far was the Civil Rights Act of 1964 the cause, of protest and reaction 1963 – 1972?</p> <ul style="list-style-type: none"> • Malcolm X and the Black Panthers, Student Protests, Vietnam, Cesar Chavez, Counterculture. <p>- <i>Culture, race, conflict</i></p> <p>Were new music genres the root of social and political Change 1973 – 1980?</p> <ul style="list-style-type: none"> • Watergate, Ford + Carter, Political disillusionment, economic challenges, Roe vs. Wade, Native American Rights <p>- <i>Politics, economic, rights</i></p> </div> </div>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>Paper 1:</p> <ul style="list-style-type: none"> • Education of young people • Empire – countries • Elizabeth II <p>Paper 2:</p> <ul style="list-style-type: none"> • Race relations – discuss modern US racism • Vietnam – Operation Rolling Thunder • Johnson as President • Roe vs. Wade – modern
	<p>Developing from KS4:</p> <ul style="list-style-type: none"> • Ideology – politics, feminism • Women's role • 20th Century Britain • WW2 • Welfare State • 20th Century USA • Race relations • Cold War 	<p>Developing from Year KS4:</p> <ul style="list-style-type: none"> • AO1: Retrieval of prior knowledge of first order concepts, analysis of cause and consequence, similarity and difference, change and continuity and significance using prior knowledge of first order concepts • AO2: Using NOP to analyse sources to evaluate of a variety of source types, based on nature, origin and purpose of the sources • AO3: Evaluate differences within a series of historical interpretations to analysing why those interpretations are formed. 	

THS History Curriculum Intent; Year 12 (Edexcel)

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Summer	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> CONTENT + FIRST ORDER CONCEPTS </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Historical interpretations: how divided was British politics under Thatcher?</p> <ul style="list-style-type: none"> Political infighting, social divisions, education, civil service, miners, neoliberalism. <p>- Politics, liberalism, education</p> <p>Historical interpretations: What was the impact of Thatcherism on Britain?</p> <ul style="list-style-type: none"> New Labour, rise in regional Nationalism, social division. <p>- Ideology, nationalism, social</p> </div> <div style="width: 48%;"> <p>Did Reaganomics lead to Republican dominance and its opponents, 1981 – 1992?</p> <ul style="list-style-type: none"> Reagan, Bush Snr, Religious Right, Just Say No, Cultural Challenge, MTV. <p>- Challenge, culture, conservatism</p> <p>Unit 4: Coursework Prep – Vietnam War, causes.</p> <ul style="list-style-type: none"> AO3 Skills based, Vietnam War, causes, consequences, Presidential authority, fear of Communism. <p>- Conflict, war, ideology</p> </div> </div>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>Paper 1:</p> <ul style="list-style-type: none"> Miners Strikes – music, art Modern interpretations of Thatcher e.g. The Iron Lady <p>Paper 2:</p> <ul style="list-style-type: none"> MTV – music, culture Reagan as President – movie star <p>Unit 4:</p> <ul style="list-style-type: none"> Vietnam War – link to previous learning in Paper 2.
	<p>Developing from Year 12 & KS4:</p> <ul style="list-style-type: none"> Ideology – politics, liberalism Education 20th Century Britain Thatcher 20th Century USA Youth Cold War 	<p>Developing from Year 12 & KS4:</p> <ul style="list-style-type: none"> AO1: Retrieval of prior knowledge of first order concepts, analysis of cause and consequence, similarity and difference, change and continuity and significance using prior knowledge of first order concepts AO2: Using NOP to analyse sources to evaluate of a variety of source types, based on nature, origin and purpose of the sources AO3: Evaluate differences within a series of historical interpretations to analysing why those interpretations are formed. 	
By the end of Year Twelve:	<p>By the end of Year 12 our aim is that students will have a strong grasp of the 20th Century in Britain and the USA and can make comparisons of the similarities and differences between the two experiences. They will have a consistent approach to second order historical concepts through essay writing as well as in class. They will have a firm understanding of first order concepts that have continued throughout the History course e.g. power, conflict, ideology – this will enable them to produce focused, well evidenced substantiated judgments. They will also be confident in showing an awareness of change and continuity, within their time period but also through drawing links to previous time periods studied, thus having developed synopticity. Students will have developed from judging the usefulness of a source to being able to fully evaluate various types of source and analyse these different types of source with confidence. Finally, students will synthesise aspects of different interpretations in order to produce their own interpretation as well as a judgement on the validity of differing interpretations.</p>		

THS History Curriculum Intent; Year 13 (Edexcel)

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Autumn	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> CONTENT + FIRST ORDER CONCEPTS </div> <div style="display: flex;"> <div style="flex: 1; padding-right: 10px;"> <p>How successfully did the British Government prepare for war 1790 – 1918.</p> <ul style="list-style-type: none"> • Reasons for changes in the military • Improvements to Army & Navy organisation • Changes in methods of military recruitment. <p>- Conflict, technology, government</p> <p>How significant was the impact of the French Wars on Britain 1793 – 1850?</p> <ul style="list-style-type: none"> • Wellington and the threat on land • Nelson and the threat at sea • Impact on the British Economy <p>- Economy, empire, conflict</p> </div> <div style="flex: 1;"> <p>What are the makings of a great History essay?</p> <ul style="list-style-type: none"> • Essay writing skills • Introduction • Conclusions • Research methods <p>Ongoing coursework drafting, teacher supervised.</p> <ul style="list-style-type: none"> • Essay writing skills • Introduction • Conclusions • Research methods </div> </div>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<ul style="list-style-type: none"> • The development of modern medicine • Industrial Revolution + steam powered technology • Does war drive technological advancements? • French Revolution • Napoleon Bonaparte <ul style="list-style-type: none"> • Discussion of universities, university style essays, further education.
	<p>Developing from Year 12 & KS4:</p> <ul style="list-style-type: none"> • Conflict • Government intervention • Public opinion • Economy • Technological advancements 	<p>Developing from Year 12 & KS4:</p> <ul style="list-style-type: none"> • AO1: Retrieval of prior knowledge of first order concepts, analysis of cause and consequence, similarity and difference, change and continuity and significance using prior knowledge of first order concepts • AO2: Using NOP to analyse sources to evaluate of a variety of source types, based on nature, origin and purpose of the sources • AO3: Evaluate differences within a series of historical interpretations to analysing why those interpretations are formed. 	

THS History Curriculum Intent; Year 13 only (Edexcel)

Term	Core Propositional Knowledge (The what)	Procedural Knowledge (The How)	Hinterland
Summer	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> CONTENT + FIRST ORDER CONCEPTS </div> <p>Why did war in the trenches change from a war of movement to one of attrition 1914 – 1918?</p> <ul style="list-style-type: none"> Development of industrial trench warfare. British public attitudes to war on the Western Front - Remembrance, empire, global <p>Revision and External Exams.</p> <p>Revision: Britain Transformed and USA Challenge and Conformity.</p> <p>Essay practice, source and interpretation skills.</p> <p>Revision and External Exams.</p>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance</p> <p>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</p> <p>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<ul style="list-style-type: none"> Public opinion of conflict – comparison to modern e.g. Falklands, Gulf Does public support for war depend on the cause? Discussion of universities, university style essays, further education.
By the end of Year Thirteen:	<p>Developing from Year 12 & KS4:</p> <ul style="list-style-type: none"> Conflict Government intervention Public opinion Empire Technological advancements Remembrance 	<p>Developing from Year 12 & KS4:</p> <ul style="list-style-type: none"> AO1: Retrieval of prior knowledge of first order concepts, analysis of cause and consequence, similarity and difference, change and continuity and significance using prior knowledge of first order concepts AO2: Using NOP to analyse sources to evaluate of a variety of source types, based on nature, origin and purpose of the sources AO3: Evaluate differences within a series of historical interpretations to analysing why those interpretations are formed. 	
	<p>By the end of Year 13 our aim is that students will have a strong grasp of the 20th Century in Britain and the USA and how conflict and war impacted on the British people – they will be able to comparisons of the similarities and differences between the different conflicts and time periods. They will have mastered second order historical concepts through essay writing as well as in class. They will have a firm understanding of first order concepts that have continued throughout the History course e.g. power, conflict, ideology – this will enable them to produce focused, well evidenced substantiated judgments. They will have also mastered their understanding of change and continuity, within their time period but also through drawing links to previous time periods studied, thus having mastered synopticity. Students will have developed from judging the usefulness of a source to being able to fully evaluate various types of source and analyse these different types of source fully considering NOP to evaluate provenance with mastery. Finally, students will synthesise aspects of different interpretations in order to produce their own interpretation as well as a judgement on the validity of differing interpretations.</p>		

THS History
Curriculum Intent;
Appendices/ linked
documents.

Key Stage 3 and Key Stage 4 History Assessment Objectives (Edexcel)

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied
AO2	Explain and analyse historical events and periods studied using second order historical concepts
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Key Stage 5 History Assessment Objectives (Edexcel)

AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance
AO2	Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.