

## Subject: History

### Curriculum Principles

**By Year 11, a student of History at Dixons Newall Green will:**

- Begin a journey that leads to a lifelong love of the subject and a lasting appreciation of its intrinsic value
- Accrue a deep and diverse knowledge base so that students can participate in the rich conversations and debates of the present
- Become conversant with chronological conventions and become increasingly familiar with periodisation and the reasons for historians using particular terminology
- Organise their understanding of events, people and places around key first-order, or substantive concepts such as 'power', 'social hierarchy' and 'empire'
- Build an increasingly sophisticated language base and the ability to write independently and fluently

**Our unifying 'sentence' is "the History Department inspired the students of Dixons Newall Green to develop a lifelong passion for history, instilling a desire to use their knowledge to think critically and make a positive difference to the world we live and share."**

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

The narrative sweep that lies at the heart of the curriculum reflects recent developments in academic history and how professional historians have become increasingly focussed on narrative forms of history, evident in the works of Tom Holland, Marc Morris, Helen Carr, Suzannah Lipscomb, William Dalrymple, Santham Sanghera, Orlando Figes, Adam Tooze and David Cesarani, among others. The interconnectedness of topics are emphasised, exemplified by the Mongolian Empire, the Silk Road and the Black Death or by the comparative histories of communist Russia with Maoist China. The narrative structure and use of stories reminds students of F.W. Maitland's aphorism, that: 'It is very hard to remember that events now long in the past were once in the future'.

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

- In tackling social disadvantage in the North, our curriculum acts as both a mirror for students to see themselves but also as a window so that they can see beyond their everyday experiences.

**We fully believe History can contribute to the personal development of students at Dixons Newall Green:**

- By selecting a wide variety of topics within the curriculum we can ensure that students have a wide understanding of the world around them.

**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:**

- There is a focus on how skills used in History can translate into the 'real world'.

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:

- Students are given the opportunity to study a range of different topics which will give them an understanding of the world around them.
- Students will also gain the opportunity to partake in extracurricular activities as a part of theme months such as Black History Month.

## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at Key Stage 3 and 4, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage		
		Cycle 1	Cycle 2	Cycle 3
YEAR 7	Enquiry questions	Why does Ancient Rome, its history and its people, still matter? Who had shaped Britain by 1066? Why is 1066 the most important year in English history?	How did monarchical power change in the early medieval period? How did Mansa Musa and Genghis Khan control their empires? How did the Black Death change the social order?	Why did people start to criticise the Roman Catholic Church? How did Henry VIII's love life change the course of English history? Why did Parliament and Charles go to war?
	Content	<ol style="list-style-type: none"> <li>1. How did a small town on the banks of the Tiber forge an empire?</li> <li>2. What was life really like in Ancient Rome?</li> <li>3. What led to the downfall of the Roman Republic? What happened on the Ides of March 44BC?</li> <li>4. What impact did the Romans have on Britain?</li> <li>5. Who were the Anglo-Saxons, who were the Vikings and how did they shape Britain?</li> <li>6. Who were the contenders for the throne in 1066?</li> <li>7. What happened at the Battle of Hastings?</li> <li>8. After 1066, would the Saxons or Normans gain control of England?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the death of a priest tell us about the power of medieval kings?</li> <li>2. How did a piece of paper undermine the power of the King of England?</li> <li>3. How did the power of medieval monarchs change from the 11th to the 13th centuries?</li> <li>4. Why was there a 'Golden Age' for the kingdom of Mali?</li> <li>5. Who were the Mongols and who was their infamous leader, the great Genghis Khan?</li> <li>6. What was the Black Death?</li> <li>7. How did the Black Death change England?</li> <li>8. What happened during the Peasants' Revolt of 1381?</li> </ol>	<ol style="list-style-type: none"> <li>1. How was the medieval Roman Catholic Church organized?</li> <li>2. Why did people start to criticize the Catholic Church?</li> <li>3. What was the young Henry VIII like and what was his 'Great Matter'?</li> <li>4. Which of Henry VIII's wives was the most significant?</li> <li>5. How powerful was Henry VIII compared with earlier medieval monarchs?</li> <li>6. How powerful was Elizabeth I?</li> <li>7. Why did Parliament and Charles disagree?</li> <li>8. Which was the most powerful ruler, from Julius Caesar to Charles I?</li> </ol>
	Rationale	<p>Ancient history is rarely covered in modern secondary schools and its coverage at primary is mixed. A true history curriculum is not diverse or comprehensive should it only include the medieval and the modern, and not the ancient.</p> <p>As Mary Beard argues in the prologue to her book, <i>SPQR</i>:</p> <p><i>'Ancient Rome is important. To ignore the Romans is not just to turn a blind eye to a distant past. Rome still helps to define the way we understand our world and think about ourselves, from high theory to low comedy. After</i></p>	<p>The overarching arc to this unit is how power was gained, secured and challenged in the medieval period, across geographical horizons. Students are encouraged to identify similarities and differences across time periods to better understand power in the medieval world.</p> <p>The interconnectedness of topics is emphasised through, for example, the challenge of the Roman Catholic Church to monarchical power, through Henry II and John. It also shown how the desire of the Mongols to control the Silk Roads and</p>	<p>This unit ensures that students gain the foundational knowledge of the crucial events in English history, from the Protestant Reformation to the English Civil War and the development of parliamentary democracy. Students benefit from a widening of the curriculum, exemplified through stories of hitherto lesser-known character such as the black trumpeter present at the Westminster Roll of 1511, John Blanke.</p> <p>The interconnectedness of topics is emphasised through, for example, the growth of protestant ideas spread through the</p>

		<p><i>2,000 years, it continues to underpin Western culture and politics, what we write and how we see the world, and our place in it'.</i></p> <p>The Roman topic is based largely on her work. In addition, it forms connections with Roman Britain and the subsequent Anglo-Saxon, then Viking and finally Norman migrations and invasions. These histories are told in narrative form with students not knowing what might happen next, just as it was for the protagonists at the time. We are reminded, for example, thanks to Marc Morris, that when William landed on the Pevensey beach, he did not yet know who he might be fighting, be it Godwinson or Hardrada.</p>	<p>extend their empire led to the siege of Caffa and the spread of the Black Death to Europe's population.</p>	<p>Tudor court by Anne Boleyn and Thomas Cromwell, among others, giving rise to the 'Break with Rome'.</p>
	<b>Historical concept</b>	Significance/cause and consequence/interpretations	Diversity/cause and consequence/significance	diversity/cause and consequence/similarity and difference/evidence
<b>YEAR 8</b>	<b>Enquiry questions</b>	<p>Why is the study of empire so important?</p> <p>How did the transatlantic slave trade work?</p>	<p>What did revolution mean in the age of revolutions? 'Disastrous and terrible' or 'the dawn of new liberty'? Historical interpretations on the industrial revolution.</p>	<p>Why did people want to reform democracy in the 19<sup>th</sup> century?</p> <p>What made the First World War a global war?</p>
	<b>Content</b>	<ol style="list-style-type: none"> <li>1. What was 'the New World'?</li> <li>2. How did the East India Company begin?</li> <li>3. How did the company come to rule India?</li> <li>4. How did Indians resist British rule?</li> <li>5. What were the campaigns for Indian independence?</li> <li>6. What were the central features of empire and how should it be remembered today?</li> <li>7. What was the triangular slave trade and what was life like on the plantations?</li> <li>8. Why did Britain abolish the slave trade?</li> </ol>	<ol style="list-style-type: none"> <li>1. What were the causes and significance of the American Revolution?</li> <li>2. What were the causes and significance of the French Revolution?</li> <li>3. What were the causes and significance of the Haitian Revolution?</li> <li>4. Why was life expectancy so low during the industrial revolution?</li> <li>5. What were living conditions like in the industrial revolution?</li> <li>6. How much had factory conditions changed by the end of the 19th century?</li> </ol>	<ol style="list-style-type: none"> <li>1. How did the Peterloo Massacre shape attitudes towards universal suffrage?</li> <li>2. How did the suffragists and suffragettes campaign for the right to vote?</li> <li>3. What can sources reveal about the campaigns for the right to vote?</li> <li>4. What happened during the July Crisis of 1914?</li> <li>5. Why did men join the army in 1914?</li> <li>6. What made the First World War a global war?</li> <li>7. What were the significant battles of the First World War?</li> <li>8. How is the First World War remembered today?</li> </ol>
	<b>Rational</b>	<p>There are few topics today that cause such strong emotion as empire. Politicians and commentators polarise history into pride and shame, an unhelpful dichotomy exacerbated by Niall Ferguson's balance sheet approach in <i>Empire: How Britain Made the Modern World</i>.</p> <p>This unit deliberately seeks to teach empire objectively, dispassionately and holistically. We recognise that support and criticism of empire has been a constant theme of empires throughout their history. As Tacitus remarked: 'They create desolation and call it peace'. This unit helps students navigate the emotional conversations of today with academic confidence.</p>	<p>This unit enables students to gain a lasting appreciating of what a revolution is so that they build a mental model of its central features. This is achieved through comparing the American, French and Haitian revolutions, foreshadowing the Russian Revolution studied in Year 9.</p> <p>This provides a gateway into studying the industrial revolution, its causes, development and significance. Further opportunities help students engage with sources and historical interpretations so that they develop the necessary procedural knowledge to become competent historians in their own right.</p>	<p>This unit helps students understand that the movement towards the democratic rights that we hold today were uneven and uncertain. Students gain a greater sense of how ordinary people can be agents for change and how the city of Manchester was at the forefront of that change for equal rights.</p> <p>The First World War is often covered only briefly in secondary schools but here it receives its due attention as the first truly global conflict. The perspectives of diverse combatants and civilians receive just focus throughout this unit. Drawing on the latest work of historians, such as Christopher Clark, the origins of the First World War are taught chronologically, not thematically.</p>

	<b>Historical concept</b>	Significance, source analysis	Historical enquiry, source analysis and causation.	Diversity, Similarity and difference
<b>YEAR 9</b>	<b>Enquiry questions</b>	What is the nature of democracy and dictatorship? What were the ideals and reality of Communist Russia and Maoist China?	How and why did the Holocaust happen?	GCSE OCR SHP Spec B World Depth Study Unit: Living Under Nazi Rule, 1933-1945.
	<b>Content</b>	<ol style="list-style-type: none"> <li>What is the political spectrum?</li> <li>How did the Americans establish their democracy?</li> <li>Why was American democracy significant?</li> <li>Why was there a revolution in Russia in 1917?</li> <li>What can sources tell us about the causes of the Russian revolution?</li> <li>How did the Bolsheviks seize power?</li> <li>How did Stalin modernise the Soviet economy?</li> <li>How did the purges and propaganda create a totalitarian state?</li> <li>How did the Communists win the civil war?</li> <li>What was 'the Great Leap Forward'?</li> <li>Why was the Great Leap Forward such a disaster?</li> <li>What can sources tell us about the 'Cultural Revolution'?</li> <li>How did Deng Xiaoping change China?</li> <li>What has the histories of the USA, Russia and China taught us about nature of democracy and dictatorship?</li> </ol>	<ol style="list-style-type: none"> <li>What is the history of anti-Semitism?</li> <li>What was Jewish life like before the Second World War?</li> <li>What did the Jews believe and what were the different ways of being Jewish?</li> <li>What were the roots of Nazi ideology?</li> <li>How did the Nazis rise to power in Germany?</li> <li>What did early persecution look like towards the Jews?</li> <li>How did persecution towards the Jews change during the 1930s?</li> <li>How did the invasion of Poland change the lives of Jews?</li> <li>What was life like within the ghettos?</li> <li>How did the invasion of the Soviet Union lead to the Holocaust?</li> <li>When and how were decisions taken in the Third Reich?</li> <li>What were the factories of death?</li> <li>What were the mentality and motivations of key decision makers?</li> <li>How did the Jews resist?</li> <li>Could the Allies have done more to help?</li> <li>How much did the German people know?</li> <li>What happened to the Jews that survived after 1945?</li> <li>A 'twisted or straight road to Auschwitz'?</li> </ol>	<p><b>Democracy to dictatorship</b> How were the Nazis able to take control of Germany so quickly?</p> <p><b>Taking a stand</b> What made it so hard to oppose Nazi rule?</p> <p><b>Dem Deutschen Volke</b> How did the lives of the German people change, 1933-39?</p> <p><b>Germany in war</b> What was the impact of the Second World War on the German people?</p> <p><b>Occupation</b> What did Nazi rule mean for the people of Europe, 1939-45?</p>
	<b>Rational</b>	<p>Right wing totalitarianism is nearly always taught in secondary schools; left wing totalitarianism is not. This is not a true widening of the curriculum.</p> <p>Our world is changing. In the 1990s over 60% of countries were democracies and the numbers were growing. Since the 2010s this number has steadily declined. Today, over 4.3 billion people live in countries that are autocratic. Moreover, we now live in age characterised by what Moises Naim calls, in his book <i>The Revenge of Power</i>, the three Ps: Polarisation, Populism and Post-truth. It is vitally important that we educate our students to identify the signs of authoritarianism across the world and within our own societies so that we can better appreciate and champion freedom and democracy. This can only be achieved with a strong foundational knowledge of the alternatives and how their ideals became nightmares.</p>	<p>As the eminent historian David Cesarani once said:</p> <p><i>'The Holocaust has never been so ubiquitous. It has never been studied so extensively, taught so widely, or taken with such frequency as a subject for novels and films. On the 1st of November 2005, the General Assembly of the United Nations adopted 27 January as international Holocaust Remembrance Day so that it is now commemorated almost universally, held up as the global benchmark for evil, as the ultimate violation of human rights and crimes against humanity. [...] However, there is a yawning gulf between popular understanding of this history and current scholarship on the subject. This is hardly surprising given that most people acquire their knowledge of the Nazi past and the fate of the Jews through novels, films, or earnest but ill-informed lessons at school, which frequently rely on novels for young adults or their filmic versions.'</i></p> <p>This unit seeks to put this right. Firstly, by placing anti-Semitism within a wide historical context. Second, by</p>	<p>This unit is a lesson in how fragile democracy can be, how it can be easily overturned, how populist demagogues can exploit times of crisis for their own political ends and disastrous the consequences of such developments can be.</p> <p>This unit is important because it shows students how dictatorships function and how the lives of ordinary people were shaped by Hitler and the Nazi Party he led. It examines how the Third Reich, which Hitler proclaimed would last for a 1,000 years, would only last 13. It is a story that must be retold if we are to protect the democratic values that we hold dear.</p>

		In addition, this unit equips students with the academic infrastructure for the GCSE unit to come, looking at: idealism, demagogues, propaganda, terror and dictatorship.	humanising Jewish life throughout the 1920s and 30s. Third, by exploring how persecution developed. And fourth, by examining the ideology and motives that sat behind this unique event in history.	
	<b>Historical concept</b>	Diversity, Similarity and Difference, Causes and Consequences	Diversity, Similarity and Difference, Causes and Consequences	Source analysis
YEAR 10				
YEAR 11				