

What are the aims and intentions of this curriculum?

The aims and intentions of this curriculum is for students to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. In addition, students will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilization’, ‘parliament’ and ‘peasantry’. Finally, students will also understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	Local History	<ul style="list-style-type: none"> Students will delve into the local history in Hillingdon with most emphasis on Hayes. Significance of historical sites and its significance to our world today will be discussed (change and continuity). Aspects to be covered are battle of Britain Bunker, war memorials, Historical towns and rivers, Manor Farms, Changes in Hayes during the 20th and 21st century, Hayes changing landscape 1800-1950 Key terms will include: World War I, World War II, RAF, Operations room, transformers, Air Defense System, battle bunkers, changes, Manor Farm. Students will be able to name jobs that are currently available in Hayes, and compare them with past jobs. Students will be able to appreciate their local environment by acknowledging its past, and ways they can contribute to making their community better. 	<ul style="list-style-type: none"> Throughout this term students will be engaged in school trips to local historical sites. They will be engaged with videos, interpreting historical findings and also examining how these have shaped the local community. 	<p>Students will be assessed via:</p> <ul style="list-style-type: none"> Short answer questions Video sheets Labelling of diagrams Group work/pair work Create digital projects Create storyboards debates
Autumn 1	Tudors	<ul style="list-style-type: none"> The focus this term will be in the Tudors. The following topics will be covered; Introduction to Tudors, King Henry VII, The close of the monasteries, Henry’s break away from the Catholic Church, Queen Mary, Daily life during Queen Elizabeth’s reign, The failure of Armada Key terms will include: Tudor, monk, abbot, prior, monastery, dissolution, faith, finance, ,ass, pilgrimage, pardon, reformation, Armada Students will appreciate the value of History in future careers by analyzing sources and thinking of careers in which this skill might be useful. Students will build relationship with their classmates by working together to complete group projects. 	<ul style="list-style-type: none"> Throughout this term students will be engaged in source analysis, interpretation analysis and making judgements based on findings. They will understand historical substantive knowledge as well as the disciplinary knowledge such as cause and consequence, change and continuity, similarities and differences and sources and evidence. 	<p>Students will be assessed via:</p> <ul style="list-style-type: none"> group/pair work digital projects news report/short play structured essay posters guided research

Autumn 2	Challenges to the Catholic Church.	<ul style="list-style-type: none"> • During this half term student will learn about the challenges to the Catholic Church; Catholic Church under attack, major events of the reformation, King Henry's great matter, Henry's decision on England, The Catholics strike back, Protestant England, Gunpowder Plot. Students will also assess whether reformation was good for Europe. • Key terms will include: heretics, indulgences, abbot, relic, absolution, excommunicated, reformation. • Students will be able to develop their interpretation skills, this is a generic skill that is applicable to all jobs. • Students will assess the pros and cons of the reformation an state whether it was good for Europe. 	<ul style="list-style-type: none"> • At the end of this half term students ought to acquire interpretation skills. Students analyzing sources will enable them to know the different interpretations of historical concepts or scenarios. • Students also will be able to assess changes in society that happened at different political /religious modification. 	<p>Students will be assessed via:</p> <ul style="list-style-type: none"> • Pair work. Group work • Created handbooks • Analysis of interpretations • Cartoons • Sketches scenes • Flow charts • Quizzes
Spring 1	The English Civil War	<ul style="list-style-type: none"> • In the 1640s, England experienced on of the most violent and significant episodes in its long history, the English Civil War. Students will investigate the timeline of events leading to the English Civil War and the differences between the Roundheads and the Cavaliers. Finally, students will learn how and why Charles I was put on trial and later executed. • Key terms will include: Civil war, cavaliers/royalists, roundheads, absolutist, rood screen, monopoly. • Students will think about careers that would be valuable in the English civil war. They should be able to think of ways in which some careers would be more valuable. • Students will reflect on the English Civil war. Is war ever beneficial? They will discuss whether the English civil war was justified. 	<ul style="list-style-type: none"> • At the end of this half term students should be able to use evidences from different sources to assess how useful the details of the sources are. Here, students will know the difference between causation questions and evidence based questions. 	<p>Students will be assessed via:</p> <ul style="list-style-type: none"> • Class assessment • Peer assessment • Debate • Essay writing • Source analysis
Spring 2	The Slave trade	<ul style="list-style-type: none"> • In this enquiry students will be investigating different groups of people who were involved in the slave trade and the impact that it had on them. Students will also inquire the factors that led to the abolition of the slave trade. • Key terms will include: Transatlantic slave trade, middle passage, legal rights, field slaves, domestic slaves, abolition, the Enlightenment. • Students will identify careers that exist now that could have been used to limit the slave trade by acting on the behalf of slaves. They should also make note of hoe these careers can be used to eliminate the exploitation of vulnerable groups. 	<ul style="list-style-type: none"> • At the end of this half term students ought to learn the skills of interpreting sources and then assessing the purpose of these sources. In order to arrive at the overall purpose of the source, students will ask (why, where, who). In addition, students will use evidences of the sources to answer causation questions. 	<p>Students will be assessed via:</p> <ul style="list-style-type: none"> • Peer assessment • Source analysis • Debate • Essay writing

		<ul style="list-style-type: none"> Students will reflect on the impact of the slave trade, they will make reasoned points why it was morally incorrect. They will also assess the impact the slave trade had on families on the African Continent. 		
Summer 1	The British Empire	<ul style="list-style-type: none"> In this enquiry students will be investigating how the British Empire developed in the 17th century and 18th centuries and the reasons for this development. Students can also look at the impact of the British Empire, focusing on India and Africa. Keywords to consider: empire, colonies, gain, conflicts, Native Americans, New World, joint-stock company, tariff, smuggler, trading factory, Nawab, garrison. Students will consider the impact the British Empire had on the colonies of Britain. They will assess the pro and cons of the empire and draw conclusions on whether it did more harm than good. 	<ul style="list-style-type: none"> At the end of the end of this half term, students should acquire the critical skills of analyzing historical concepts chronologically. Students will also practice causation questions. 	Students will be assessed via: <ul style="list-style-type: none"> Structured essay Class assessment Peer assessment Role-play Group/pair work