

## History curriculum at Brownhills Ormiston Academy

### The departments vision

- As a department we embed the trusts core curriculum purpose and values. The history department at Brownhill's Ormiston Academy offers a broad, challenging and knowledge-rich curriculum. The curriculum is carefully designed to enable pupils to explore pupils' curiosity about the past in Britain and the wider world.
- At our academy, History makes a major contribution to pupils' awareness, appreciation, and exploration of the British Values.
- We aim to instil a desire to find out about our predecessors. We view History as a great deal more than learning facts. We see it as an opportunity to develop skills of mastery and enquiry; to become open minded and explore the past in an engaging way.
- Our chronological curriculum aims to develop students' ability to focus on second order concepts for example significance and change & continuity. In addition to a chronological understanding students can study our subject through historical themes such as authority, religion and society. Ensuring a more developed understanding of history so that in learning from the past they are able to make informed choices about how they want to live their lives whilst also understanding more about the histories of other people, they meet.
- Students focus on cultural capital throughout all lessons; This also allows students to focus on British Values to consider potential solutions to conflict, promoting learners who are thoughtful, caring, and respectful of other communities.
- Through History, students learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. The students are developing the ability to think, write, and speak like a historian.
- We will take every opportunity to develop student's cultural capital by exploring the past through a variety of external visits and make links between the present day and the past.
- Within each topic, students will the opportunity to share their personal viewpoints as well as developing their oracy, writing and reading skills.

### Sequencing of lessons

In year 7, students will begin studying a bridging curriculum which focusses on life in England and Ancient History, with our curriculum this will bridge the KS2 to KS3 jump. We then move on to our study of power and control in England in Medieval times. How the Normans controlled England and how medieval monarchs established their authority. Following this the students study societal change and the power of religion in medieval life both in the UK and abroad when studying the crusades. Finally the students undertake the first part of a thematic study into migration, starting with pre 1066.

Year 8 topics of study focus on the Early Modern World, Tudors and Stuarts era including Henry VIII's break with Rome and The English Civil War. Industrial Revolution, slavery and the empire. To ensure students have the cultural capital of the local area they will undertake a depth study investigating local historical sites such as Chasewater.

Year 9 topics of study focus on 20<sup>th</sup> Century, from fighting for your rights (women's suffrage), WWI, WWII, The Holocaust and Cold War. Finishing off the year with a breadth study on changes in 20<sup>th</sup> Century Britain. This bolsters our students' understanding of British values and our core belief in democracy and multicultural society.

When students enter KS4 they commence their Edexcel GCSE course of study. The history units include Crime and Punishment in Britain c1000-present and Whitechapel c1870-1900; Early Elizabethan England 1558-88, Superpower relations and the Cold war 1941-91 and Weimar Nazi Germany 1918-39.

### **Assessment**

Students in History receive regular formative assessments, lessons begin with do now re-cap activities including questions and recall tasks. This allows learners the opportunity to address misconceptions and embed their learning. Peer and self-assessments are built into the learning journey and schemes of learning to make learners clear on where they are working at.

At the end of each unit or topic covered, students will sit a formal summative assessment, focusing on their ability to recall and apply knowledge to historical skill questions. After each assessment, students complete a 'response to marking' section; ensuring students can evaluate their own strengths and areas for improvement. At this point, mastery tasks are provided to ensure students can work towards their targets and develop their understanding.