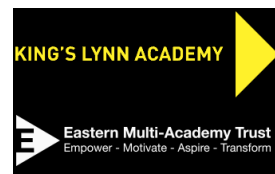


Implementation: Curriculum Narrative



Subject: History

Year: 10

Author: D Towler

Key Knowledge

Pupils will know

Key Threshold Concepts:

UK Democracy and Parliament

The governance of the UK and current concept of parliament has evolved over time. Different time periods have shaped the parliament we know today.

Hierarchy of Power

Most power models rely on a hierarchy. People within a hierarchy have different roles, different levels of authority and in different numbers.

Religion as a catalyst

Faith and religion can have fundamental impacts on the population. Religion may rise and fall in influence and shift in terms of practices and ideals.

Struggle Against Authority:

People, groups and individuals may revolt against leaders or movements. This can bring about conflict but can also bring about change.

Society:

Societies have norms and values, which can change over time. These can lead to different practices and traditions occurring and can have impacts for individuals and a population.

Rulers:

Some rulers have different qualities and characteristics, and these can influence the decisions they make. These decisions may not always be in the best interests of everybody.

Conflict:

People, groups and nations states may resort or be pressured into conflict, which can have wide reaching implication for others.

Voices:

Within a population there can be several voices, different groups, minorities and sub-sections which may vie for power and control, or struggle to get their voice heard.

Influential Agreements:

Some decisions and events may result in significant documents or policies being created which can shape the course of a nation or the world. Some of these impacts can still be felt today.

Key Skills

Pupils will be able to

Subject Skills:

Balance of opinion

Issues, events, people and sources all have positive and negative elements and aspects. Students should know both sides of these, but also be competent in being able to weigh up these arguments.

Sequencing and chain reactions

Issues and events may trigger others. Students should be able to sequence events and understand how one may influence another.

Appreciation of Context

Time periods are different in what is acceptable, popular and in vogue. Students should be able to apply the context of time periods to the decisions that people make at the time and understanding it in that context.

Chronology

Time occurs in order. Students should be confident to order dates, epochs, time periods, events and rulers by when they occurred.

Source Analysis

Information can be gathered from a range of sources and objects, and these need to be interpreted. Students should be confident to examine, dissect and draw conclusions about a time or event from sources.

Provenance

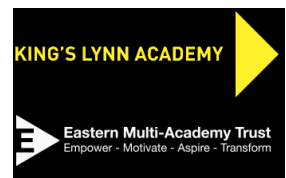
Sources of information may have a specific purpose or intent, which can cause us to doubt authenticity, accuracy or motive. Students should be skilled in being able to analyse the origins and purpose of the information gathered suggesting limitations if appropriate.

Critical Thinking

Decisions made and people from the past can be challenged but took actions at the time for a reason. Students should be able to critically assess these, and make judgements about the extent of their success or failure

Ranking of Importance:

Some events, decisions and people are more influential than others. The degrees of influence may change over time. Students should be able to address and weigh up different factors and rank them in terms of importance.



Subject Specific Knowledge and Sequencing:

Prerequisites and Spiral Teaching:

Elizabethan England, c1568-1603

- Elizabeth's Court and Parliament
- Life in Elizabethan Times
- Troubles at Home and Abroad
- Historical Environment study

Conflict and Tension : First World War 1894-1918

- The causes of the First World War: the alliance system, Anglo-German rivalry and outbreak of war.
- Stalemate: the Schlieffen Plan, The Western Front and the wider war.
- Ending the war: changes in the allied forces, military developments in 1918 and Germany surrenders.

Britain: Health and the people c1000 to the present day

- Medicine stands still: Hippocratic and Galenic medicine, medical progress, and public health in the Middle Ages
- The beginnings of Change: impact of the Renaissance, dealing with disease and prevention of disease
- A revolution in medicine: development of Germ Theory, revolution in surgery and improvements in public health
- Modern medicine: modern treatment of disease, impact of war and technology on surgery and modern public health

Reoccurring Concepts

- UK Democracy and Parliament (Year 7, Year 8)
- Hierarchy of Power (Year 7)
- Religion as a Catalyst (Year 7)
- Struggle Against Authority (Year 7, Year 8)
- Society (Year 9, Year 11)
- Rulers (Year 7, Year 8, Year 9, Year 11)
- Conflict (Year 7, Year 9, Year 11)
- Voices (Year 7, Year 8)
- Influential Agreements (Year 8, Year 9, Year 11)

Reoccurring Skills

- Balance of Opinion
- Sequencing and chain reactions
- Appreciation of Context
- Chronology
- Source Analysis including provenance
- Critical Thinking
- Ranking of Importance

Reoccurring Specific Content

- Tudors (Year 7 and Year 8)
- Elizabethan England (Year 8)
- Medieval Life (Year 7)
- The Armada (Year 8)
- Urbanisation (Year 9)

Cross-Curricular Knowledge Links:

- Geography – The changing structure and governance of a nation state.
- Drama – Elizabethan Theatre
- English Literature – Shakespeare
- R E – Power, authority, and differences within Christianity

Reading Lists / Sources / Reading around the subject recommendations:

- AQA Revision Notes GCSE History (9-1), Jenner et al, Hodder.
- AQA GCSE Elizabethan England c1568-1603, Royle, Hodder.
- Engaging with AQA History: Health and the People: c1000 to the present day, Banham and Dawson, Hodder.
- GCSE Pod
- Oxford AQA GCSE History Conflict and Tension: First World War 1894-1918, Aaron Wilkes, OUP.