

# HISTORY CURRICULUM MAP – LONG TERM PLAN

## Subject sentence – What do we do?

History connects young people's present to events, people and places of the past and the world today. We engage with students to ask and answer historical questions and delve into key concepts, evidence, and historical scholarship. We look at how the past shapes Britain and the wider world and develop skills of critical thinking and analysis.

## How does history equip students with powerful knowledge?

With a broad and diverse curriculum, we develop substantive and disciplinary knowledge. The range of political, social, cultural and economic topics taught and discussed helps with the powerful knowledge from 1066 to the present day. There are links between concepts in KS3 to our KS4 papers to help with knowledge (contextual) but also key terms.

## What skills and cultural capital do students gain in history?

Skills – evaluation of evidence, change and continuity, significance, essay writing and oracy, chronology, cause and consequence, interpretations and source analysis, knowledge. Critical thinking and analysis.

Cultural capital – opportunities for trips – past examples include London, Berlin, Battlefields in France and Belgium, Normandy with the French department. British source work – National Archive live workshops. Local History – Plymouth with KS4.

## What are the important threshold concepts in history?

- Evidence and evaluation of this (written or oral)
- Interpretations (historical viewpoints and scholarship)
- Similarity and difference; causation; significance; reasons for progression and regression

## How is the history curriculum designed?

A chronological approach with key and relevant topics to explain how the topics/concepts have changed over time e.g. role of Monarch, church, Empire, governments, role of minorities and social change.

## How do you use spaced practice / retrieval practice?

Starter activities used in some lessons e.g. last lesson/last month/last year

Homework quizzes/tests using knowledge organisers and Carousel.

KS4 revision tasks.

## What National Curriculum content do you cover and how is this delivered over time?

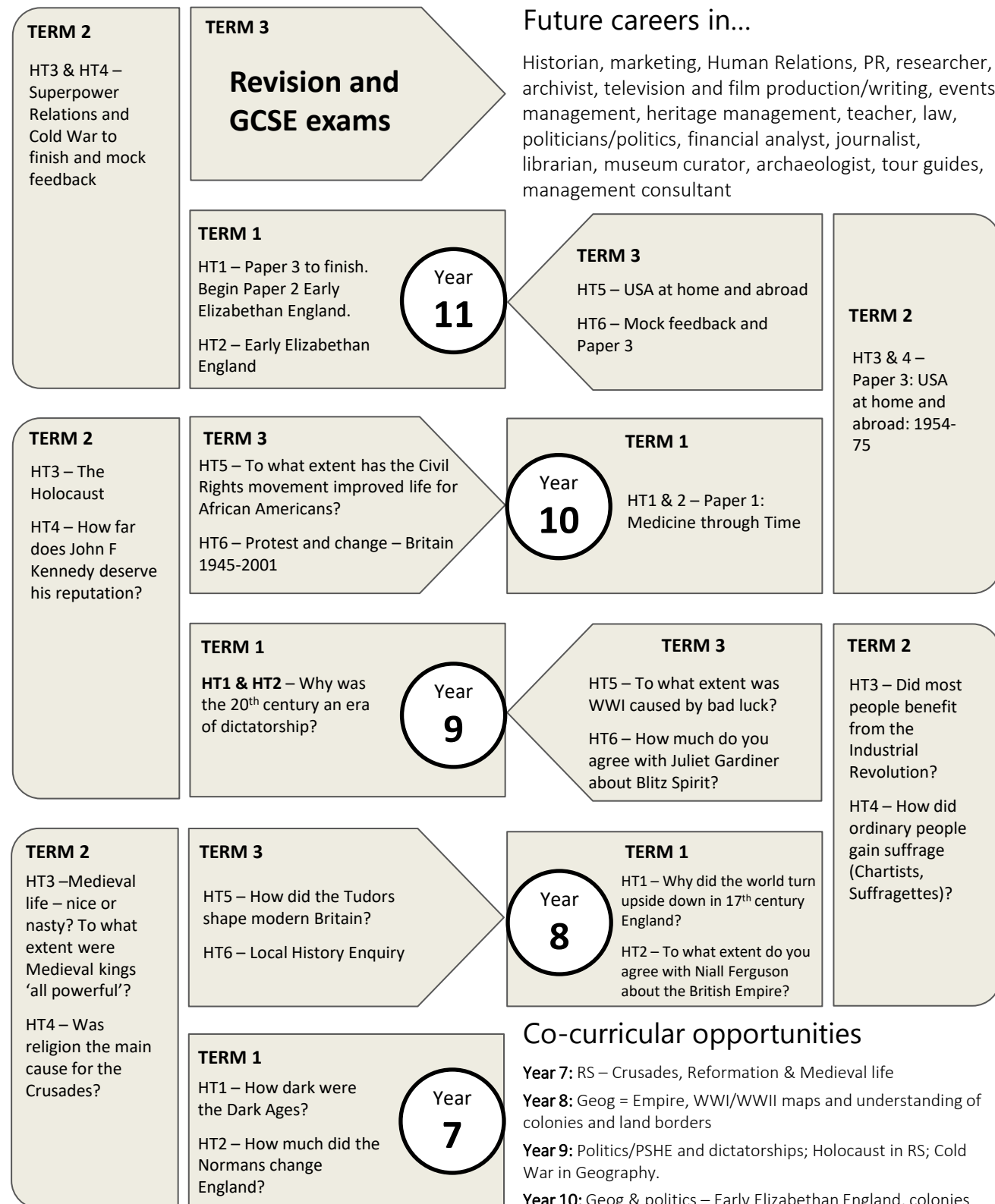
Content is chronologically approach in KS3. We start with the Anglo Saxons in Year 7 and end with people and protest in Year 9, taking pupils up to the present day. The Holocaust is covered in Year 9 Spring Term 1 so we meet this standard. Our curriculum is consistent with the aims and content of the National Curriculum.

## What National Curriculum content do you not cover (that others might) and why?

Romans should be covered in KS2. Local history is woven into homework and within units. For example, Domesday Book in Year 7, Civil War in Year 8. We also aim to examine some of the history of Chulmleigh at key points.

## How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Skills are the threads that run through each year group. Power and its change over time including monarchy and its people. Women and under-represented groups ie minorities. Geographical cross curricular links – knowledge overlapping e.g. elements in Cold War will be revisited in different topics in Year 9. Key historical concepts, for example 'power', are developed over time so that pupils gain a thorough understanding of change and continuity, e.g. monarchy, dictatorship, democracy. They gain accurate and thorough understanding of key terms and historical discourse.



## Future careers in...

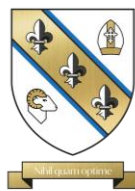
Historian, marketing, Human Relations, PR, researcher, archivist, television and film production/writing, events management, heritage management, teacher, law, politicians/politics, financial analyst, journalist, librarian, museum curator, archaeologist, tour guides, management consultant

## Co-curricular opportunities

- Year 7:** RS – Crusades, Reformation & Medieval life
- Year 8:** Geog = Empire, WWI/WWII maps and understanding of colonies and land borders
- Year 9:** Politics/PSHE and dictatorships; Holocaust in RS; Cold War in Geography.
- Year 10:** Geog & politics – Early Elizabethan England, colonies and political power ideologies and dynamics.
- Year 11:** Politics – Cold War and Civil Rights movement. Vietnam War – differing ideologies and their impacts.

## Key concepts

- Change and continuity
- Cause and consequence
- Significance
- Analysis



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Nothing but our best