



Curriculum Overview: HISTORY

Exam Board OCR B

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

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- Passport to History**
- What is History?
 - Chronology
 - Introduction to Second Order Concepts
 - Introduction to sources and interpretations

- Origins of England**
- Roman migration and impact on Britain
 - Anglo-Saxon migration and impact on Britain
 - Viking migration and impact on Britain

- Early Medieval Life**
- Claimants to the Throne
 - Battle of Fulford Gate and Stamford bridge
 - Battle of Hastings
 - Consolidating Norman power
 - Resistance to William

- Later Medieval Life**
- Feudal System
 - Magna Carta
 - Dudley Castle
 - Peasant's Revolt
 - The Crusades and religion
 - African kingdoms

- The Tudors**
- End of the Wars of the Roses
 - Reformation
 - Story of black Tudors
 - Edward VI and Lady Jane
 - Elizabeth I

- The Stuarts**
- James I
 - Gunpowder Plot
 - Charles I and Civil War
 - Execution and Protectorate
 - Restoration
 - Impact on Dudley

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- The British Empire**
- The First British Empire
 - Second British Empire
 - India under Empire
 - Other colonies e.g. Ghana
 - Slavery and abolition
 - Legacy of Empire

- America and the War of Independence**
- America before Europeans
 - 17th Century settlement
 - 13 Colonies
 - War of Independence
 - Creation of the USA

- Industrial Revolution**
- How did Britain change between 1750 and 1900?
 - Key inventions
 - Working conditions
 - Living conditions
 - Public Health

- The fight for Suffrage**
- Women in the 19th Century
 - Peterloo and the Chartists
 - Creation of WSPU
 - Emily Davison
 - Impact of WW1
 - Gaining the vote

- World War One**
- Causes and outbreak
 - Trench warfare and battles
 - Role of Commonwealth
 - Home Front
 - Armistice
 - Douglas Haig

- America in the 20th Century**
- Immigration
 - Organised Crime
 - Entertainment in the 20s–60s.
 - Civil Rights Movement

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- Communism in Russia**
- Russia before 1900
 - Nicholas II
 - Communism and Capitalism
 - Revolution and Abdication
 - Russian Civil War
 - Assassination of the Tsar

- Inter-war Years**
- End of WWI
 - Treaty of Versailles
 - Reactions to the Treaty
 - The Great Depression
 - Rise of Hitler
 - Road to war

- Nazi Germany and the Holocaust**
- Introduction to the Nazis
 - Establishing the Dictatorship 1933-1934
 - Control and Opposition 1934-1939

- Nazi Germany and the Holocaust**
- Workers 1933-1939
 - Women 1933-1939
 - Youth 1933-39
 - Minority groups 1933-1939
 - Jews 1933-1939

- Nazi Germany and the Holocaust**
- Key events 1939-1945
 - Nazi Occupation of Europe
 - Collaboration 1939-1945
 - Opposition 1939-1945
 - The Holocaust

- The Second World War**
- Causes of WW2
 - Key events in WW2, D-Day, Dunkirk, Barbarossa
 - End of War and its consequences

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- The People's Health 1250 - present**
- Medieval Public Health 1250-1500
 - Early Modern Public Health 1500-1750

- The People's Health 1250-present**
- Industrial Britain Public Health 1750-1900

- The People's Health 1250 – present**
- Modern Britain Public Health 1900-Present
 - Consolidation
 - Exam Technique

- The Elizabethans, 1580—1603**
- Elizabeth and her Government
 - The Catholic Threat

- The Elizabethans, 1580—1603**
- Daily Lives
 - Popular Culture

- The Elizabethans, 1580—1603**
- The Wider World
 - Consolidation
 - Exam Technique

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- The Making of America, 1789—1900**
- Expansion 1789-1838
 - The West 1839-1860

- The Making of America, 1789—1900**
- Civil War 1860-1865
 - Reconstruction 1865-1877
 - Settlement and Conflict on the Plains 1861-1877

- The Making of America, 1789—1900**
- American Cultures 1877-1900
 - Consolidation
 - Exam Technique

- History Around Us – Dudley Castle**
- Medieval creation
 - Tudor development
 - Stuart Civil War
 - Industrial Ruins
 - Modern Zoo

- Exam Preparation**
- Walking Talking Mocks
 - Interventions
 - Content Retrieval

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Curriculum Intent

- It is our belief that all learners have the right to be given the opportunity to **access** a History curriculum that delivers a wide range of **substantive** and **disciplinary knowledge**. The History curriculum has been designed to allow learners to **delve deep** into the historical world and **immerse** themselves with **historical knowledge**.
- We believe historical knowledge allows learners to **develop fundamental skills** which allow them to succeed within History, across the curriculum, and after they have left school. The knowledge and skills within the curriculum are both **accessible and ambitious**. By using effective teaching and learning strategies, all learners at Beacon Hill Academy, not matter what background or academic ability, are able to access the History curriculum and **stretch themselves to be excellent historians**.
- By the time learners leave school, through the acquisition of fundamental knowledge and substantive concepts, we aim for them to have a solid understanding of British, European and World history. Furthermore, **understanding how and why certain individuals, events and eras were so significant in creating both modern Britain and the modern world**, provides learners with the **opportunity to thrive** in wider society as an insightful and astute individual.
- The History curriculum is designed to be **progressive**, where each scheme and each year build on the previous. The substantive and disciplinary knowledge that are established in Key Stage 3 are **continuously developed** in a spiral curriculum – this provides a foundation for learners to be successful at Key Stage 4.
- Learners are enabled to acquire knowledge through effective, logical, and coherent sequencing of lessons. The History curriculum during Key Stage 3 is taught chronologically to allow learners to understand the context of broad characteristics of periods in history and can increase pupils' familiarity with new material. By securing overview knowledge, it allows learners to place content into historical narratives that helps them remember more.
- Knowledge is secured through curriculum design by **using substantive concepts** and **enquiry questions**. Substantive concepts are 'big ideas' that are repeated and interwoven throughout history. Examples are democracy, tyranny, and migration. Within topics, learners are given the opportunity to discuss and organise knowledge into both substantive concepts and enquiry questions, and this allows them to understand the historical world and characteristics across periods in history.
- By immersing learners in substantive concepts we aim to **improve their literacy and vocabulary**, which in turn will enable them to **use articulate language across the curriculum** and later in life. Finally, it is crucial that learners know and remember how historians **analyse** the past **using concepts such as causation, change and continuity**, similarity and difference and historical significance. This enables learners to **critically assess** the construction of historical claims, arguments and accounts and in the process formulate their own personal responses to key historical questions relating to the topics studied.

Curriculum Implementation

- Each topic of work is organised around second order concepts to give learners the opportunity to use the knowledge they have secured in lessons. Although all second order concepts are taught within all topics, each topic has a skill focus and each of them are interwoven across the curriculum. This allows learners to develop their understanding of second order concepts in a focused manner.
- Every lesson begins with a recall and retrieval 'Do Now Activity' based on prior learning. This allows teachers to quickly assess what knowledge students have learnt and understood.
- Hinge points are planned within lessons to help learners embed fundamental knowledge and to check for understanding. To ensure this fundamental knowledge is understood and embedded, hinge points are strategically placed to maximise their effectiveness. After critical tasks, hinge points are used in various ways, for example, true or false tasks, low stakes quizzes, or using imagery to give learners an alternate perspective of their learning.
- During lessons teachers use 'cold-calling' to assess learning and the ABC routine to help stretch and develop learner's understanding. Teachers are encouraged to carefully consider and plan the questions they intend to ask during lessons.
- Teachers use scaffolding strategies and modelling techniques such as 'I do, we do, you do' to ensure that all learners have an appropriate level of challenge and support.
- Via the department's feedback policy learners are provided with regular feedback through strategies such as 'demonstrate and connect', WWW and EBI and verbal feedback in lessons. Learner's respond to this feedback and make improvements to their work in green pen.
- History teachers use a SMART curriculum developed by the Trust to deliver the curriculum but there is an expectation that lessons are differentiated by individual teachers to meet the specific needs of their learners and therefore allow them to progress.
- A driving force to develop literacy in the History curriculum is to strive for a word rich classroom and curriculum. This involves explicitly teaching vocabulary to learners, incidental teaching and cultivating word consciousness. The Frayer Model is a strategy that is used across the curriculum to explicitly teach vocabulary and to develop learners' understanding of historical content. The words that are introduced as part of the Frayer Model in the curriculum are tier two and three words, therefore can be used across the curriculum and in wider society, enabling learners to become more articulate citizens.
- Through regular tracking and monitoring following assessment, teachers can identify learners who may need intervention. This may be via small group withdrawal, 121 access, wrap around intervention session or Period 6 upgrade, depending on need.

GCSE results show a general upward trend in progress over the last 5 years.

2019 -0.69, 2020-0.24, 2021 -0,24, 2022-0.24, 2023 -0.16

History continues to be a very popular subject with option numbers remaining consistently high. The subject consistently attracts over 100 learners a year which is a reflection of the good quality teaching and learning and the broad and engaging curriculum we offer.

Our curriculum promotes learner curiosity through the use of thought provoking enquiry questions which run across units of work at both KS3 and 4. Exposition slides help to ensure that learners link prior learning to new learning therefore allowing them to build schema which in turn leads to deep learning and better understanding and retention of knowledge.

In 2023 105 learners were entered for the summer exams and this has increased slightly to 107 learners for the 2024 exams. There are currently 109 learners in year 10 who will be sitting their exams in 2025. Learner voice activities also indicate a greater uptake of History at post 16 level.

QA both internally and externally involving book looks and lesson observations reveals that improvements have been made in a variety of teaching and learning aspects including stretch and challenge, scaffolding and support for lower ability learners. The quality of written work produced by learners has also showed improvement due to a sustained focus on the development of literacy through the use of Frayer models, glossaries and reciprocal reading strategies. There has been clear progress in the quality of extended writing as well due to a clear focus on enquiry questions, improved guidance for learners (writing mats) and dedicated time built into the curriculum to address them (the Zone).

Assessment design at KS3 and KS4 has been improved to allow learners to demonstrate both their breadth and depth of knowledge retention as well as their disciplinary knowledge. QA procedures have revealed that there is now more consistency across the department in terms of the assessment and feedback cycle as evidenced by common assessments and clear reteach and green for growth opportunities.

A variety of enrichment and extra curricular opportunities are Enrichment opportunities are made available by the History department for History learners including weekly quizzes, a History film club and a breakfast club on Fridays to support KS4 learners. The department also takes part in an annual Holocaust memorial event where learners have the opportunity to meet and hear testimonies from Holocaust survivors. Moving forward, learners at Key Stage 3 will have the opportunity to visit Blists Hill Museum and Kenilworth Castle. Key Stage 4 learners will visit Dudley Castle as part of their study of a local site of historical importance.

With regard to the local job market which is dominated by advanced engineering the study of history prepares learners in a number of ways to exploit career opportunities in this area. Historical inquiry involves analysing complex situations, identifying patterns, and synthesizing information from various sources. These skills are directly applicable to engineering, where professionals often tackle intricate problems and design innovative solutions. Additionally, the study of History is replete with examples of ethical dilemmas and unintended consequences of technological advancements. This prompts learners to consider broader societal impacts of their work and make responsible decisions.

Furthermore, History intersects with various disciplines, including science, technology, economics, and politics. Engineers who engage in historical inquiry can develop interdisciplinary perspectives and collaborate more effectively with professionals from diverse backgrounds to address complex challenges. Effective communication is essential in engineering, whether presenting research findings, collaborating with colleagues, or explaining technical concepts to non-specialists. Historical inquiry cultivates strong communication skills, enabling engineers to convey complex ideas clearly and persuasively.

Finally, History is a dynamic field, with new research and interpretations constantly reshaping our understanding of the past. Engaging in historical inquiry fosters a mindset of continuous learning and adaptation, essential qualities for engineers working in rapidly evolving technological environments.