

History Curriculum Knowledge Overview (Years 7-9)

At Callington we want to challenge the idea that “In popular culture... there’s a tendency to shrug off the study of history as the memorisation of dates and facts. [because] This ignores a fundamental element of history: it’s open to interpretation.” (Paula Dumas)

<u>Scholarly foundation and rationale</u>	<u>Enquiry</u> <u>(substantive and disciplinary knowledge)</u>
<p>“In order to grasp and consider the ‘big questions’ of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.”</p> <p>Time periods are identified, named and associated features learned.</p> <p>Disciplinary knowledge of change and continuity will allow students to develop their ability to explain how and why these periods have similar and different features.</p> <p>Students will consider different interpretations of the past from recognised historians and learn how to use evidence to justify or challenge those interpretations.</p> <p>The enquiries chosen incorporate the key principles of the National Curriculum:</p> <ul style="list-style-type: none"> • the development of Church, state and society in Medieval Britain 1066-1509 • the development of Church, state and society in Britain 1509-1745 • ideas, political power, industry and empire: Britain, 1745-1901 	<p><u>Year 7</u> <u>Power, the Church and the People</u></p> <p>When were the people of Britain at their most filthy? A study of sanitation through time, from the Iron Age through to today. This will include the use of historical evidence to study the past and consider interpretations of just how ‘filthy’ medieval people were. Students will also compare sanitation and health in Britain to the of the Middle East at this time.</p> <p>How did William of Normandy win power in England? An investigation into the causes of William of Normandy’s victory at the Battle of Hastings. Students will consider why England was worth conquering and how William won power.</p> <p>How did William I use his power to change the lives of people in England? This enquiry will consider Simon Schama’s claim that the Norman’s brought a ‘truckload of trouble’ to England and will make a judgement on this using evidence of the changes William brought to England.</p> <p>How were Medieval Kings controlled? This enquiry uses a series a case studies to investigate the power and authority of Medieval Kings and how that was increasingly challenge by the Church and the people. Hold on to your hats for a 12th century murder mystery and some revolting peasants.</p> <p>How did the Black Death prove to be a catalyst for social and economic change? A different approach to the study of Black Death which considers the positive impact of the pandemic on the people of Europe. This enquiry takes the opportunity to build understanding of England’s place in the wider world through a study of Peter Frankopan’s the Silk Roads.</p> <p>To what extent was there a ‘Golden Age’ in Spain during the reign of Ferdinand and Isabella? Often forgotten, the reign of Isabelle and Ferdinand saw the rise of Spain into a world power and it’s position in Europe and the wider world certainly had an impact on the future of England. We will consider the changes in Spain, the Spanish inquisition and Spanish explorers.</p> <p>How did the Reformation affect Morebath church? A history study of the South West to allow students to comprehend the significant changes the reformation brought to England and to our locality. Students will use evidence to consider the extent of change and its significance for the people.</p>

- challenges for Britain, Europe and the wider world 1901 to the present day
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- study of a significant society or issue in world history and its interconnections with other world developments

Our enquiries have also been selected to ensure that our students understand the world in which they live specifically; history specific to our locality here in Cornwall and the wider South West are investigated and local history trips will be undertaken.

However, we do live in a global community and so we have ensured that our enquiries provide students with a wider understanding of the development of the world, for example the influence of the Islamic world and medieval trade to the Cold War and its influence on events in Europe today.

The History curriculum at Callington will ensure that our students leave school knowing where they come from, how we are placed in the wider world and understanding the local, national and global society they are a part of.

Year 8 **Empire, Conflict and the People**

What impact has the sugar trade had on people's lives?

A breadth study of the sugar trade which allows students to explore the development of empire, the influence of other cultures and societies and study the concepts of change and consequence.

The colonisation of Australia had a detrimental impact on the country.

How far do you agree?

Students will consider the concept of Empire and why Britain wanted to build its Empire during the 18th and 19th centuries. Australia will be considered as a case study and students will investigate how Australia was conquered and the impact of that on the country.

How did the Industrial Revolution change the lives of people in Britain?

This enquiry investigates the changes to Britain during the Industrial Revolution but specifically focuses on the lives of working people. A local study in this enquiry allows us to investigate the growth of mining and quarrying in Cornwall

How did two bullets cause 20 million deaths?

The origins of the First World War will be investigated to ensure students have a broad understanding of the issues in European politics in the years leading up to the outbreak of war. The question of who, if anyone, was responsible for the outbreak of war, will be answered by the students.

What was WWI like for the soldiers who fought it?

This enquiry uses evidence from the First World War; archives, artefacts and testimonials, to explore what the soldiers experienced during the war. We explore the nature of recruitment, daily trench life, diversity in the trenches and the changing nature of warfare.

Are we good at making Peace?

In the first instance students will learn how world leaders created the Paris peace treaty and what it included. This enquiry then uses satirical cartoons to investigate the impact of the Treaty of Versailles on Germany; students will learn how to apply their knowledge of the events to make inferences from the cartoons and gauge opinion from the period.

How did we start another World War?

This enquiry builds on students understanding of the political situation in Europe between 1900-1919 to investigate why another world war began in 1939. Students will consider the role of Hitler but also how other issues meant that war became inevitable by 1939.

What was the most significant turning point of World War II?

This enquiry allows students to work more independently and do a group investigate of particular events during the War. They are able to investigate the Battle of Britain, Pearl Harbour, the Battle of Stalingrad and D Day and the invasion of France. Students will be taught how to present their investigations and hold debate in which they will justify the significance of their chosen event.

Was there a 'Blitz Spirit'?

We have traditionally accepted the notion of a 'Blitz spirit' where the people of Britain came together, morally, spiritually and practically to support each other through the Second World War. This enquiry encourages students to

find evidence to support or challenge that notion and build a picture of what war-time Britain was really like.

Year 9

Diversity, Conflict and the People

How far do you agree that migration has had little lasting impact on Britain?

This breadth study allows students to further consolidate their chronological understanding of history and this time place it in the context of people and how they have migrated from around the world to Britain. This multicultural collaboration starts our theme of diversity for this year, allowing students to investigate the history of the many different peoples that today make up our Island home.

Was the Holocaust destined to happen?

This investigation considers the origins of the holocaust in Germany and wider Europe and how discrimination of Jewish people and other minority groups leads to the events of 1942-1945. Contemporary evidence is used alongside the stories of those involved to build a picture of these circumstances and an understanding of how such a thing is possible in the modern world.

The Cold War

This study will consider the post-WWII European foundation of the Cold War and then broaden to demonstrate the worldwide impact of the conflict. A few case studies such as Cuba and the Vietnam war will be investigated to better understand the complexities of this 50 year conflict. Importantly students will also consider the legacy of the Cold War and it's impact today.

What helped the struggle for equal rights in Britain after the 1960s?

The country and world will live in is a diverse and multi-faceted place and this enquiry explores how the government and people of Britain have adapted to that since the 1960s. Students will consider how the rights of gay, disabled, black and ethnic minority people and women have been expanded and the campaigns that have led to significant changes in the law.

What caused the 9/11 attacks in 2001?

Everyone (of a certain age) can remember where they were when this happened! However, the students of today were not there, they do not remember, and they do understand the profound effect that these events had on the world in which they now live. This enquiry aims to give them a better understanding of the long and short causes of these events and how the world has changed since that fateful day.