

Mulberry Academy Woodside

HISTORY

Curriculum Overview 2023 - 2024

History, after all, is a process, not a position, and it is not best written in bronze and marble. It is complex, plastic and ever-changing; all things that heroic statues are not. (David Olusoga)

1. To explore and engage with diverse histories that take students beyond their immediate context and which reflects their backgrounds.
2. To gain powerful knowledge about the key drivers of historical change such as power, democracy and religion through exposure to a breadth of historical narratives, interpretations and source material.
3. To equip students with an array of critical thinking skills and an analytical frame of mind. The curriculum will embed opportunities to engage with the work of the historian. It will encourage students to develop their 'second-order thinking' about causation, historical change and continuity, source analysis and historical significance and interpretations.
4. Students will be challenged to consider different and current historical scholarship and understand the process of historical enquiry and the role of the historian.
5. Students will be exposed to challenging texts and supported to develop and hone their extended historical writing.
6. Through all of this, to cultivate a love and curiosity of the subject that engages students and cultivates an interest in the past.

KS3		AUTUMN TERM		SPRING TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B
YEAR 7 Roman to C15th	KNOWLEDGE	What do Roman artefacts reveal to us about the Roman Empire? and How far did the Normans change England?	Why are the Silk Roads important to us?	Why was Baghdad so ahead of its time?	What were the consequences of the Black Death?
	SKILLS	Source analysis and Change and continuity	Significance	Causation	Consequences
YEAR 8 C15th to C19th	KNOWLEDGE	How did the Reformation lead to a religious rollercoaster?	What do sources reveal about the English Civil War?	How should we remember the Mali Empire? and Was the European Enlightenment mostly fuelled by changing minds or changing machines	What lessons can we learn from the study of the Transatlantic Slave Trade
	SKILLS	Cause and consequence	Sources	Interpretation and causation	Significance

YEAR 9 C19th to present	KNOWLEDGE	To what extent was the British Empire the driving force of the Industrial Revolution 1750-1900? and Who should we remember in the fight for women's suffrage?	What do sources reveal about the experiences of WW1?	How and why did the Holocaust happen?	How did the experience of World War Two change the British public?
	SKILLS	Change and continuity and Significance	Evidence/source analysis	Causation	Change and continuity