



# Northampton International Academy History Curriculum Overview



## Why Teach History?

History is a well-respected subject within our school community that allows students to get an understanding of the complexity of the modern world through the study of the past.

Committed to promoting the school's ethos and our department's values of mutual respect, tolerance and inclusivity, history is used as a vehicle to encourage high achievement, intellectualism, critical thinking, and reflection, all pivotal skills and competencies for the 21<sup>st</sup> century global citizens.

In their lessons students actively learn about how history is constructed and how individual and collective action brings about change and shape our identity and our values. Significant turning points in history and their short- and long-term implications are also studied with emphasis being placed on the assessment of various factors and how these interplay, thus creating complex social, political, and economic systems and patterns. Learners familiarise themselves with primary and secondary evidence to reach balanced and well substantiated judgements based on the information presented to them, whilst questioning, challenging, and assessing the credibility and usefulness of this evidence.

Our curriculum covers multiple eras and historical periods and is laid out in a chronological order. Certain themes such as power, conflict, revolution, identity, perspective, ideology, culture, beliefs, and global interactions are repeated across the key stages promoting an interdisciplinary approach and deeper conceptual understanding.


## Substantive Themes and First Order Concepts

Our curriculum informs students' historical understanding through the exposure to and repetition of substantive themes and first order concepts such as **identity, power and conflict, revolution, ideology, perspective, propaganda** and **mentorship, sovereignty, industrialisation, empire and colonisation, exploration and migration, activism and campaigning.**

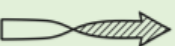
Students develop an appreciation of the role of individuals and groups in shaping past and present societies and redefining our values and belief systems. By categorising events into social, political, military, economic, technological and environmental they can distinguish between the various causes and consequences, both short- and long-term and assess their significance, thus forstnering a deeper conceptual understanding and connection to modern life.


## Disciplinary Knowledge - Second Order Concepts

Pupils make progress in history by developing an understanding of how historians reconstruct the past, accessing and assessing historical interpretations, arguments and accounts.

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| <b>Historical Significance</b><br> | Considering the significance of events, people and developments in their historical context and the present day |
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| <b>Similarity and Difference</b><br> | Making connections between the past and present and across the same time periods to recognise and analyse the diversity of past experience |
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| <b>Continuity and Change</b><br> | Identifying and explaining change and continuity within and across periods of history |
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| <b>Cause</b><br> | Analysing and explaining the reasons for historical events, situations and changes |
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| <b>Consequence</b><br> | Analysing and explaining the results of historical events, situations and changes |
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## Skills: cognitive, metacognitive, social, interpersonal, cultural, communication

Progression in history is twofold. Students engage with the historical content and context whilst engaging in activities that promote oracy on one hand and the written communication of ideas on the other, the development of cognitive schemas and, ultimately, metacognition. They are also encouraged to become culturally sensitive and appreciate diverse viewpoints. This helps them become more empathetic and inclusive, challenge their own biases and stereotypes and develop critical and reflective thinking skills. Collaborative learning further empowers students allowing them to develop their leadership, negotiate ideas, delegate responsibilities and manage time effectively. These skills are all transferable across subjects and disciplines making our students stand out from their peers.

### Chronological Understanding



- Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time
- Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies
- Building a chronological framework of periods and using this to place new knowledge in its historical context

## Learning for Life and Careers

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| Employability Skills               | Literacy, numeracy, ICT, research, analysis, evaluation, creativity, leadership, organisation, empathy, decision making, critical thinking, justification, teamwork, presentation skills, graphicacy, negotiation.   |
| Linking the Curriculum to Careers  | History enables learners to develop a range of skills which will allow them to access many different career pathways. The subject acts as a platform to support and provide understanding of a number of disciplines including English, Science, Sociology, Law, and Politics, Performing Arts and Medicine.   |
| Examples of Qualification Pathways | History is considered to be a facilitating subject at degree level and can therefore lead to many different career pathways. Learners with a qualification in the subject can be regarded as highly employable and careers can include: Roles in Academia, the Armed Forces, Counselling, Journalism, Law, Teaching, Lecturing, Social work and many more. |

## Diversity

In History, we support the Academy's pledge to the Race Charter and see race as a thread that weaves through the overt and hidden curriculum. We believe this embraces the inclusive and diverse nature of our school.

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| <b>Diversity</b><br> | Understanding the diverse experiences and ideas, beliefs and attitudes of those living in past societies and how these have shaped the world |
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# Northampton International Academy History Curriculum Overview



|          | Year 7   | Year 8   | Year 9   | Year 10  | Year 11   | Year 12   | Year 13   |
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| Autumn 1 | <p><b>History Skills</b></p> <ol style="list-style-type: none"> <li>1.What is history? Primary and Secondary Sources</li> <li>2. Learning about the past / Chronology/ Conventions</li> <li>3. Reliability</li> <li>4.Types of Questions/ Skills</li> <li>5. Assessment and Feedback</li> </ol> <p><b>Medieval Period</b></p> <ol style="list-style-type: none"> <li>1. How was society organised in the Middle Ages?</li> <li>2.How important was religion</li> </ol> | <p><b>History Skills</b></p> <ol style="list-style-type: none"> <li>1.Expectations setting/ What is history? Primary and Secondary Sources</li> <li>2. Learning about the past / Chronology/ Conventions</li> <li>3. Reliability</li> <li>4.Types of Questions/ Skills</li> <li>5. Assessment and Feedback</li> </ol> <p><b>The Industrial Revolution</b></p> <ol style="list-style-type: none"> <li>1.Introduction: How did England change between 1750-1900?</li> <li>2.The steam engines</li> </ol> | <p><b>WW1</b></p> <ol style="list-style-type: none"> <li>1.MAIN causes of the WWI</li> <li>2. The Alliance System</li> <li>3.Home Front</li> <li>4.WWI Propaganda</li> <li>5. Trench warfare</li> <li>6.ToV and impact</li> <li>7.Consolidation</li> <li>8.Assessment</li> </ol>   | <p><b>Early Elizabethan England 1558 - 88</b></p> <ol style="list-style-type: none"> <li>1.Elizabethan Society</li> <li>2. Government and patronage</li> <li>3. Challenges to Elizabeth's rule</li> <li>4. The English Reformation and responses</li> <li>5. Impact of the RS</li> <li>6. Challenges to the RS</li> <li>7. International challenges</li> <li>8. Mary, Queen of Scots</li> </ol>  | <p><b>Historic Environment</b></p> <ol style="list-style-type: none"> <li>1. The historical context of medicine in the early 20<sup>th</sup> century</li> <li>2. The context of the British sector of the Western Front</li> <li>3. Conditions requiring medical treatment on the Western Front</li> <li>4. The work of the RAMC and FANY</li> <li>5. The significance of the Western Front for experiments in surgery and medicine</li> <li>6. Consolidation &amp; Further exam practice</li> <li>7. Assessment</li> </ol> | <p><b>Russia 1917 – 1991 From Lenin to Yeltsin</b></p> <ol style="list-style-type: none"> <li>1.Communist rule in the USSR, 1917-85</li> <li>2. Industrial and agricultural change, 1917-85</li> <li>3. Control of the people, 1917-85</li> </ol> | <p><b>Mao's China, 1949 – 1976</b></p> <ol style="list-style-type: none"> <li>1.Establishing Communist Rule, 1949-57</li> <li>2.Agriculture and Industry, 1949-57</li> </ol> <p><b>Non-Examination Assessment</b></p> |
| Autumn 2 | <p><b>Medieval Period</b></p> <ol style="list-style-type: none"> <li>3.How did Medieval people deal with pandemics?</li> <li>4.Did the punishment fit the crime?</li> <li>5.How did Migration shape the Middle Ages?</li> <li>6. Consolidation lesson</li> </ol>   | <p><b>The Industrial Revolution</b></p> <ol style="list-style-type: none"> <li>3. Working and living conditions</li> <li>4.Poverty and changing attitudes</li> <li>5.The railways and its impact</li> <li>6. Irish migration</li> <li>7. Asian and European migrants</li> <li>8. Consolidation</li> <li>9. Assessment</li> </ol>   | <p><b>Hitler's Rise to Power</b></p> <ol style="list-style-type: none"> <li>1.WSC and its impact</li> <li>2.Adolf Hitler and its appeal/Origins of the Nazi party</li> <li>3. Reichstag Fire &amp; Enabling Act</li> <li>4.Night of the Broken Glass</li> <li>5.Terror (SA/SS)</li> <li>6.Goebbels and the propaganda machine</li> <li>7.Assessment</li> </ol> | <p><b>Early Elizabethan England – 1558 - 88</b></p> <ol style="list-style-type: none"> <li>1.The Revolt of the Northern Earls</li> <li>2. Plots against Elizabeth</li> <li>3. Mary's execution</li> <li>4. Relations with Spain</li> <li>5. Anglo-Spanish relations until 1585</li> <li>6. Outbreak of war with Spain</li> <li>7. The Spanish Armada</li> <li>8. Revision and Consolidation</li> <li>9.Assessment</li> </ol> <ol style="list-style-type: none"> <li>1.Education and Leisure</li> <li>2.Poverty</li> <li>3. Exploration</li> <li>4. Raleigh and Virginia</li> </ol> | <p><b>Elizabethan England</b></p> <p>Condensed Version of the Yr 10 Course</p>  | <p><b>Russia 1917 – 1991 From Lenin to Yeltsin</b></p> <ol style="list-style-type: none"> <li>4. Social developments, 1917-85</li> <li>5. The fall of the USSR, 1985-91</li> <li>6. Revision and consolidation</li> </ol>                         | <p><b>Mao's China, 1949 - 1976</b></p> <ol style="list-style-type: none"> <li>3.The Cultural Revolution</li> <li>4. Social and Cultural changes</li> </ol> <p><b>Non-Examination Assessment</b></p>                   |

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| Spring 1 | <b>The Tudor Period</b><br>1. Who were the Tudors?<br>2. Religion during the Tudor period<br>3. Mary I<br>4. Elizabeth I<br>5. The Spanish Armada<br>6. Elizabethan society  | <b>Empire and Commonwealth</b><br>1. Origins of the British Empire<br>2. Relations between the metropole and the colonies<br>3. Case Study: India under British rule<br>4. Mahatma Ghandhi and civil disobedience<br>4. The collapse of the Empire<br>5. What is the legacy of the British empire?<br>6. Commonwealth migration and attitudes towards migrants | <b>The Jewish Holocaust</b><br>1. Jewish persecution<br>2. Life in Ghettos<br>3. Concentration camps – Final Solution<br>4. Auschwitz<br>5. Liberation – BP<br>6. Assessment  | 5. Revision and Consolidation<br><br><b>Crime and Punishment in Britain 1000 - Present</b><br><br>1. Anglo-Saxon Crime, Punishment and LE<br>2. Norman CP and LE<br>3. Later Middle Ages<br>4. The role of the Church<br>5. Consolidation Lesson<br><br>1. Changing definitions of crime<br>2. Poverty, trade and superstition<br>3. Change and continuity in C,P and LE in Early Modern Period   | <b>Elizabethan England</b>   | <b>Tudor Rebellions</b><br><br>1. Henry VII and the challenges to the succession, 1485-1499<br>2. Henry VIII and the challenges to religious changes, 1533-1537<br>3. Edward VI and challenges to religious authority, 1549<br>4. Elizabeth I and Mary, Queen of Scots, 1569-1570 | <b>Mao's China</b> |
| Spring 2 | <b>The Tudor period</b><br>7. Rich Vs Poor<br>8. Poverty and responses to poverty<br>9. Witchcraft<br>10. Historical interpretations of rise in accusations<br>11. Theatre revolution<br>12. Tudor migration<br>13. Black Tudors<br>14. Revision and Consolidation<br>15. Assessment | <b>Slavery and Colonialism</b><br>1. Why did the slave trade boom in England?<br>3. The middle passage and the experiences of the enslaved people.<br>4. Life of plantations<br>5. Methods of resistance<br>6. Key Abolitionists and their impact<br>7. Modern approach to Britain's colonial past<br>8. Revision and Consolidation<br>9. Assessment           | <b>Women's changing position in the UK and USA</b><br><br>1. Impact of WWI on women<br>2. Non-militant methods of protest and impact<br>3. Militant methods of protest and impact<br>4. Reconciliation Acts, Cat & Mouse Act<br>5. Female Suffrage in the USA | <b>Crime and Punishment in Britain – 1000 - Present</b><br><br>4. Transportation<br>5. Gunpowder plot<br>6. Witchcraft<br><br>1. Changing definitions and punishments<br>2. Prison reforms<br>3. Police and crime prevention<br>4. Pentonville Prison<br>5. Robert Peel<br><br>1. Modern crimes and definitions<br>2. Law enforcement<br>3. Changes in punishments<br>4. Case Study: Conscientious Objectors<br>5. Case Study: The Derek Bentley case<br>6. Revision and Assessment | <b>Weimar and Nazi Germany</b><br><br>1. Introduction to the Course<br>2. Weimar Constitution<br>3. Treaty of Versailles<br>4. Challenges from the Right and the Left<br>5. Invasion of the Ruhr and Hyperinflation<br><br>1. Economic Recovery under Stresemann<br>2. International relations<br>3. Living standards and impact on women<br>4. Cultural changes in Weimar Germany<br><br>1. Early stages of the Nazi Party<br>2. The Munich putsch and impact<br>3. The lean years of the Nazi Party<br>4. WSC and impact | <b>Tudor Rebellions</b><br><br>5. Tyrone's Rebellion<br>6. Changes of Governance at the centre<br>7. Gaining the cooperation of the localities<br>8. Revision and consolidation   | <b>Revision</b>    |

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| Summer 1 | <p><b>Ideas and Individuals that changed the world</b></p> <ol style="list-style-type: none"> <li>1. Martin Luther and the Reformation</li> <li>2. The printing press and impact</li> <li>3. Models of the universe</li> <li>4. The Spanish inquisition</li> <li>5. Vaccination and anti-vaccination campaigns</li> <li>6. The social contract</li> <li>7. Revision and Consolidation</li> <li>8. Assessment</li> </ol>                     | <p><b>Race issues in the USA</b></p> <ol style="list-style-type: none"> <li>1. How did slavery divide USA? US Civil War</li> <li>2. Jim Crow laws and segregation</li> <li>3. Segregation in schools</li> <li>4. The death of Emmet Till</li> <li>5. Rosa Parks and the Montgomery bus boycott</li> <li>6. Peaceful methods of protest and effectiveness - MLK</li> </ol> | <p><b>Women's changing position in the UK and USA</b></p> <ol style="list-style-type: none"> <li>6. Contraceptive pill and equal opportunities legal milestones</li> <li>7. Breaking down stereotypes Betty Friedan and Eleanor Roosevelt</li> <li>8. Consolidation</li> <li>9. Assessment</li> </ol>   | <p><b>The Cold War</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the Course</li> <li>2. US-Soviet relations in 1945-46</li> <li>3. Truman Doctrine</li> <li>4. Berlin Blockade</li> <li>5. Hungarian uprising</li> <li>6. Revision and Consolidation</li> </ol> <ol style="list-style-type: none"> <li>1. Berlin ultimatum and Berlin Wall crisis</li> <li>2. Cuban Missile Crisis</li> <li>3. Prague Spring</li> </ol> <p>*Yr 10 Work Experience to be taken into consideration</p> | <p><b>Weimar and Nazi Germany</b></p> <ol style="list-style-type: none"> <li>5. Who voted for the Nazis</li> <li>6. Political scheming leading to Hitler's appointment</li> </ol> <ol style="list-style-type: none"> <li>1. The Reichstag Fire &amp; Enabling Act</li> <li>2. The night of the Long Knives</li> <li>3. The police state</li> <li>4. Control of the Church</li> <li>5. Propaganda and impact</li> <li>6. Opposition to the Nazi Rule</li> <li>7. Revision and Consolidation</li> </ol> | Non Examination Assessment | Exams |
| Summer 2 | <p><b>The Exploration Age</b></p> <ol style="list-style-type: none"> <li>1. Origins of the exploration era</li> <li>2. Portuguese and Italian exploration</li> <li>3. Spanish and English exploration</li> <li>4. US exploration</li> <li>5. Female explorers</li> <li>6. Opportunities and risks of Ocean exploration</li> <li>7. Opportunities and risks of Space exploration</li> <li>8. Consolidation</li> <li>9. Assessment</li> </ol> | <p><b>Race Issues in the USA</b></p> <ol style="list-style-type: none"> <li>7. Militant responses to CRC: Black Panthers and Malcom X</li> <li>8. How far has USA moved from the 1860s Constitutional Amendments?</li> <li>9. Black lives matter campaign and racism in the USA</li> <li>9. Revision and Consolidation</li> <li>10. Assessment</li> </ol>                 | <p><b>Cold War</b></p> <ol style="list-style-type: none"> <li>1. Origins of Cold war (Capitalism V Communism, Conferences)</li> <li>2. Iron Curtain</li> <li>3. Truman Doctrine and Marshall Plan</li> <li>4. Berlin Blockade and airlift</li> <li>5. Cuban Missile Crisis</li> <li>6-7 Korean War</li> <li>8-9 Vietnam War</li> <li>10. Anti-War movement in USA</li> <li>11. The collapse of the Soviet Union.</li> </ol> | <p><b>The Cold War</b></p> <ol style="list-style-type: none"> <li>1. Detente</li> <li>2. Soviet Invasion of Afghanistan</li> <li>3. Reagan and the Second Cold war</li> <li>4. The collapse of the USSR</li> <li>5. Revision and consolidation</li> </ol> <p>End of Year Assessments</p> <ol style="list-style-type: none"> <li>1. Cold War</li> <li>2. Crime and Punishment</li> </ol> <p>Feedback Lessons</p>  | Exams   | Non Examination Assessment | Exams |