

2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

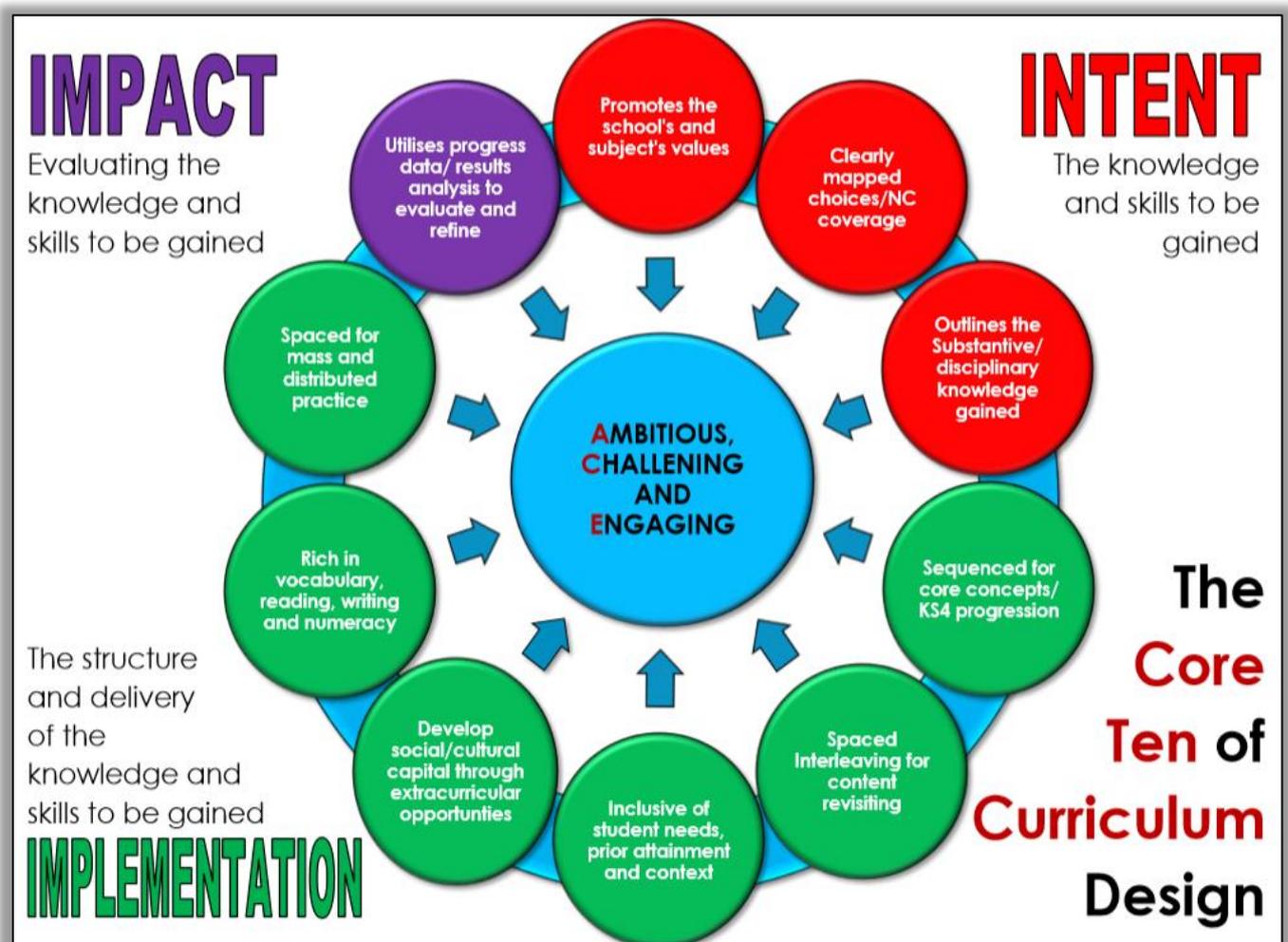
Key Stage 3

Subject: History

Author: Ben Hart

Created: May 2020

Updated:



Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS3)

THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS3

IMPLEMENTATION – SEQUENCING AND PRACTICE

How are your topics sequenced below so as to ensure the following:

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS2 and to KS4
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments)are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR		Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
7	Unit/Topic	Saxons/Mercia	Norman Conquest	Medieval Life	Crusades	Mongol Conquests
	KS3 NC covered	Local History Pre-1066 History	1066-1509	1066-1509	1066-1509	World History
	Powerful Knowledge	Tamworth was the centre of the Saxon kingdom of Mercia and an important place at the time. The Saxons were originally immigrants from Germany.	William's claim to the throne through his relationship with Edward the Confessor. Harold Godwinson's potential promise to support William. The Feudal System and its hierarchical structure.	The features of everyday life leading to the general idea of life as 'nasty, brutish and short'. The complex impact of the Black Death as both a major killer but also a driver of social change and progress.	The claims of the different Abrahamic religions when it comes to land and the importance of the Middle East. Beliefs about Jerusalem and its sites in particular.	The Mongolian Empire as being the 2 nd largest in History. Mongolia's complex relationship with Genghis Khan as a nation builder and proud Mongolian but also a murderous conqueror.

<p>Mass Practice</p>	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Baseline terms and content such as 'chronology' and 'bias'. • Knowledge and understanding: Questions on Anglo-Saxon life, religion and the chronology of the Saxon period. • Source skills: Discussing the usefulness and content of an Anglo-Saxon chronicle alongside a picture of a Saxon treasure hoard that was found. • Extended writing: 'The Anglo-Saxons were good for England'. How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Some baseline terms, some elements about the Anglo-Saxons. • Knowledge and understanding: Questions on how William won the Battle of Hastings, his efforts to keep control of England (e.g. Feudal System, Castles). • Source skills: Using two different accounts of the battle of Hastings, one written and one from the Bayeux Tapestry, to consider bias and different methods of gathering information from sources. • Extended writing: 'William should not be called 'the Conqueror' because he was the rightful king of England'. How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Focused mostly on the Norman Conquest, with some reference to the Saxons topic as well. • Knowledge and understanding: Questions on day to day life, the Black Death and the Peasants' Revolt. • Source skills: Using two different Medieval Chronicles and weighing up which one is a more useful source based on content and reliability. • Extended writing: 'The Black Death was an overall positive thing because of the major changes it caused' How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Elements of the Medieval Life, Norman Conquest and Saxon topics. • Knowledge and understanding: Questions on why the Crusades took place, battles and events of the Crusades and the long term consequences. • Source skills: Comparing how the East and West saw each other at the time through contextual images and explaining what can be learned from them. • Extended writing: 'What do you think was the main cause of the Crusades?' 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Recapping parts of all the topics from year 7. This section will be extended as a kind of 'end of year assessment'. • Knowledge and understanding: Questions on Genghis Khan, his descendants, the extent of the Mongol Empire and how it later fell. • Source skills: Looking at an image of Genghis Khan from the time compared to a modern statue to consider which provides a 'better' image (for a historian) of him. • Extended writing: 'Genghis Khan is the most consequential person who has ever lived'. How far do you agree?
-----------------------------	---	---	--	--	--

<p>Distributed Practice</p>	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning • Source skills: Using chronicles to consider issues of bias and reliability. Using physical objects (e.g. Saxon hoards, helmets etc.) to consider what artefacts can teach us. • Extended writing: Writing a diary of the average daily life of a Saxon peasant. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning • Source skills: Using the Bayeux Tapestry and The Domesday Book as sources of information, especially considering how informative they are, the idea of propaganda, and issues of bias and reliability. • Extended writing: Explaining which 'candidate' students believe should be the king in 1066, explaining why William won the battle of Hastings. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning • Source skills: Looking at contextual accounts of the Black Death to ascertain what ideas and beliefs at the time were. Using chronicles of the Peasants' Revolt to consider bias. • Extended writing: Writing a diary of someone experiencing the Black Death, utilising information learned from sources. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning • Source skills: Pictures from churches and other Medieval sources showing the Europeans ideas about Jerusalem and Muslims, considering ideas like bias and propoganda. • Extended writing: Writing about the cause and consequence of the crusades and the over-riding chronology of the time period. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning • Source skills: Comparing accounts from different people and places conquered by the Mongols (e.g., China, Eastern Europe etc.) to weigh up usefulness and information content. • Extended writing: Developing the idea of 'consequential' and 'important' by looking at key conquests/battles (such as China) to consider what different they made.
<p>What are the key concepts to be covered?</p>	<ul style="list-style-type: none"> • Chronological understanding: Having an understanding of time periods between 1000-1500. • Diversity and Empathy: Gaining insight into the perspectives of other cultures and religions, such as the different sides during the Crusades and those involved as both conquerors and victims of the Mongol Conquests. • Cause and Consequence: Understanding of what made key historical events happen, such as the Norman Conquest or the Crusades. • Reach and Significance: Learning about the effects of certain events and why they are considered important in terms of the wide-ranging impact they had, such as the life of Genghis Khan. • Interpretations: Looking at different sources (e.g. during the Harrying of the North, Saxons vs. the Normans) to consider issues of bias and reliability. 				

What prior knowledge, at KS2, are you assuming they have?	Basically none. In previously experience, students come in to year 7 with very varied levels of expertise and understanding because they get very different levels of teaching in History at KS2. We choose to start with a baseline topic that they will all have some awareness of (as residents of the area) but that they may or may not have actually studied before. This gives us a chance to assess their prior knowledge and skills as well as to teach them all something that will be new to them, yet still familiar enough to engage with.
What knowledge do they need to have a successful start to Year 8?	Chronological understanding up to about 1500, having a rough idea of some key elements of the period 1000-1500. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas. Knowing how to use a framework like NPOC (Nature, Purpose, Origin, Content/Context) to evaluate bias and reliability of sources.
How are topics spaced between unrelated topics?	See Intent document for full rationale. Topics are planned in broadly chronological fashion so that there are clear and straightforward links between each one. However, they are also distinct areas of time based around a concept, time period, group of people etc. in order to provide clear distinction between each topic area.

8	Unit/Topic	Qin Shi Huangdi	Tudors	Explorers/Colonialism	Slavery	Empire
	KS3 NC covered	World History	1509-1745	1509-1745	1745-1901	1745-1901
	Powerful Knowledge	Qin Shi Huangdi as the creator of a unified China and much of thing things that people will know China for, such as the Great Wall and the Terracotta Army.	Challenging of stereotypes about Tudors, such as that Henry VIII was athletic and handsome as a young man, that Mary I didn't execute as many people as her father or sister did during their reigns.	The journeys of Columbus, Cook, Drake and what they discovered. The problems of discovery such as conquest and exploitation, e.g. slavery of native Americans in the Caribbean by Columbus.	Africa as a diverse, wealthy and civilised place before the arrival of Europeans, the role that slaves and ex-slaves played in their own emancipation, such as Olaudah Eqiano and Toussaint L'ouverture.	The size and scope of Britain's empire as spanning about 1/5 of the global population an ¼ of the land mass. The legacy of the empire as a foundation for cities, transport etc. but also for exploitation and problematic systems such as Apartheid in South Africa and severe poverty in India.

<p>Mass Practice</p>	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Recapping key elements of year 7 content, especially from the Norman Conquest and Mongol Conquest topics. • Knowledge and understanding: Questions on how Qin united China, the construction and laws he enacted across China and the successes and failures of his reign. • Source skills: Using images of the Great Wall and the Terracotta Army to make inferences about Ancient China. • Extended writing: 'What kind of emperor do you think Qin Shi Huangdi was? Why do you think that?' 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Recapping prior knowledge; some on Saxons, some on Crusades and some on Qin Shi Huangdi. • Knowledge and understanding: Questions on Henry VIII and the break from Rome, Mary I's reputation and Elizabeth I's reign such as her religious settlement and her decision not to marry. • Source skills: Using two different accounts of Henry VIII (one an official portrait, the other an unofficial engraving) to make judgements relating to bias and reliability of sources. • Extended writing: 'Elizabeth I made the right decision by choosing not to get married.' How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Focusing on Tudors, Mongol Conquests and the Saxons. • Knowledge and understanding: Questions on the journeys of Columbus and Drake and the legacy of explorers in the Pacific and the Caribbean. • Source skills: Looking at images of statues of Columbus and others to determine whether they're informative as historical sources or not. • Extended writing: 'Christopher Columbus doesn't deserve statues and commemoration in the way that he gets.' How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Focusing on recap of Qin Shi Huangdi, Crusades and Medieval Life. • Knowledge and understanding: Questions on life in Africa before slavery, the Atlantic crossing, the slave auction and the ending of slavery. • Source skills: Comparing accounts of slavery from an ex-slave like Olaudah Equiano to those of a slave owner to identify differences and reasons for them. • Extended writing: 'The main reason for the ending of slavery was the work of ex-slaves such as Olaudah Equiano.' How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Recapping parts of all the topics from year 8 and some small elements from year 7. • Knowledge and understanding: Questions on the origins of the British Empire, its scope and scale, benefits and problems it created. • Source skills: Using different images to reflect on the legacy of empire, one broadly 'positive' (an empire plate) and another broadly negative (apartheid South Africa). • Extended writing: 'What do you think the legacy of the British Empire is? Make sure to address both sides of the argument.'
-----------------------------	--	--	---	--	--

<p>Distributed Practice</p>	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Developing skills of inference by looking at images of different artefacts from Ancient China. Also using accounts of life at the time to make comparisons between China and Britain. • Extended writing: Considering what kind of ruler Qin was based on different parts of evidence, such as his laws, his constructions and so on. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Using portraits of Henry VIII to see what we can learn and consider propaganda. Use portraits of Elizabeth I later for the same reasons and for comparison. Using written sources relating to Mary, Queen of Scots to weigh up reliability and usefulness. • Extended writing: Writing judgements on certain questions, such as whether Mary I deserves her nickname 'Bloody Mary' and whether Elizabeth's decision not to marry was correct. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Using written accounts of different voyages to consider what it would have been like at the time. • Extended writing: Dealing with moral and ethical questions relating to the exploration voyages, such as the views taken about natives and their treatment. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Reading accounts from slaves and ex-slaves to get an informed perspective on what it was like at the time. Also looking at abolitionist materials such as pamphlets and pictures to explain their usefulness as historical sources. • Extended writing: Writing empathetically about experiences of slaves, such as the Atlantic passage and the slave auction. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Comparing the accounts of different people (i.e. different parts of the Empire) as well as different 'sides' (i.e. from the British and from others) to consider bias, usefulness and content. • Extended writing: Evaluating motivations and moral questions about the legacy of the Empire, such as developments that were built, systematic problems like apartheid and racism and more.
<p>What are the key concepts to be covered?</p>	<ul style="list-style-type: none"> • Chronological understanding: Having an understanding of time periods between 1500-1900. • Diversity and Empathy: Learning about the experiences of natives and slaves and understanding their perspectives on historical events. • Change and Continuity: Finding out how events can be examples of both continuity <u>and</u> change, such as how the slave trade was ended but slavery and its associated problems still existed. • Reach and Significance: Evaluating impact of different things, such as the discoveries of different explorers, and the spread of the British Empire. • Interpretations: Using a variety of perspectives to understand that many historical issues are multi-faceted and complicated, such as looking at a variety of views, both positive and negative, of the British Empire. 				

What knowledge do they need to have a successful start to Year 9?	<p>Chronological understanding up to about 1900, having a rough idea of some key elements of the period 1000-1900. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas.</p> <p>Being able to evaluate and explain the impact of certain events or ideas for both the present and the future. Understanding and being able to explain a diversity of opinions about morally complex questions, such as the legacy of the British Empire or the slave trade.</p> <p>Learning that although much has changed since these times, much of the systemic problems that exist in modern societies can trace their roots back to things like slavery. In other words, knowing how History still affects current affairs.</p>
How are topics spaced between unrelated topics?	<p>See Intent document for full rationale.</p> <p>Topics are planned in broadly chronological fashion so that there are clear and straightforward links between each one. However, they are also distinct areas of time based around a concept, time period, group of people etc. in order to provide clear distinction between each topic area.</p>

9	Unit/Topic	World War One	World War Two	Holocaust	Civil Rights	History of Ideas
	KS3 NC covered	1901-present	1901-present	1901-present	1901-present	Pre-1066
	Powerful Knowledge	<p>How WWI was caused by a combination of factors with blame on many sides, such as the build-up of militarism and imperialism in the late 1800s and early 1900s. How PTSD existed but went regularly undiagnosed and how soldiers with it were poorly treated as a result.</p>	<p>How the resolution of WWI directly helped to cause WW2, how the question of whether to use the atomic bombs was challenged because of the high potential cost of ending the war by 'conventional' means versus the enormous destructive power that was unleashed.</p>	<p>How Jews in Europe had faced persecution through much of History, but that they were also individuals who lived integrated, normal lives in Europe prior to the rise of the Nazis and the Holocaust. That Holocaust denial exists and must be tackled with facts and evidence based on knowledge and understanding.</p>	<p>That both peaceful and violent protests have their place in historical campaigns for equality, such as the comparisons between MLK and Malcolm X or between Fawcett and Pankhurst. That Nelson Mandela started out on one path and transitioned to peaceful protest. The work still to be done on equality.</p>	<p>The origins of public healthcare and education and their value in the makeup of British values.</p>

<p>Mass Practice</p>	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Primarily focusing on Slavery, Mongol Conquests and the Norman Conquest. • Knowledge and understanding: Questions on the causes of the war, key events like the Somme and the Treaty of Versailles. • Source skills: Using different accounts of what happened at Jutland to determine what the 'real' story was. • Extended writing: 'The Treaty of Versailles was a good peace treaty for dealing with the problems of WWI.' How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Focusing on Empire, the Saxons, and WWI • Knowledge and understanding: Questions on the causes of the war, the key characters (Hitler, Stalin, Churchill and Roosevelt) and key events like Dunkirk and Pearl Harbour. • Source skills: Evaluating the usefulness of sources on Pearl Harbour; some from US personnel there at the time and others from Japanese personnel not on-site. • Extended writing: 'Appeasement was the right thing to do in the circumstances of the early 20th century' How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Looking at WW2, the Tudors and Medieval Life. • Knowledge and understanding: Questions on pre-war Jewish life, ways that the Nazis persecuted minorities and ways that people resisted and fought back. • Source skills: Using different images of pre-war Jewish life to see what can be learned from them and what things are still missing from these kinds of sources. • Extended writing: Explaining an opinion of a rescuer or survivor, telling their story and explaining what kind of praise they might deserve. 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Recap of the Holocaust, Explorers/Colonialism and the Crusades topics. • Knowledge and understanding: Questions on key individuals such as MLK and Malcolm X, key events such as the Montgomery Bus Boycott and arguments given in support of the Civil Rights movement. • Source skills: Evaluating different newspaper accounts of the 'I Have a Dream' speech to see what can be learned about the event and the context around it. • Extended writing: 'Malcolm X did more to further the cause of Civil Rights than other leaders.' How far do you agree? 	<p>End of topic assessment, with the following sections and content:</p> <ul style="list-style-type: none"> • Recap of prior knowledge: Elements of year 7, year 8 and year 9 key content. • Knowledge and understanding: Questions on key ideas throughout History, such as education, healthcare and the internet. • Source skills: Using two different sources on evolution to evaluate how useful the sources are for learning about the topic. • Extended writing: 'What do you think was the most important idea in History? Why is it so important? What difference did it make?'
-----------------------------	--	---	---	--	--

<p>Distributed Practice</p>	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Reading accounts of soldiers in the trenches to understand what the experience of the war was like. • Extended writing: Explaining the consequences of the war for individuals (through things like PTSD) and nations (through the peace treaties). 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Looking at propaganda posters to consider how they get their message across and how useful they are as historical sources. • Extended writing: Arguing moral issues such as the use of the atomic bombs on Japan. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Looking at images of pre-war Jewish life to understand why Nazi propaganda was incorrect. Subsequently Looking at Nazi propaganda to show their perceptions of Jewish people and explain why these were factually and morally wrong. • Extended writing: Considering how perpetrators of the Holocaust should be dealt with through specific cases (e.g. Adolf Eichmann) and the Nuremburg Trials in general. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Looking at newspaper articles at the time to see how different stories were covered, including the bias and racism shown by some sources. Also investigating issues of reliability based on where sources originate from, such as certain websites on MLK that are actually run by white supremacists trying to discredit him. • Extended writing: Weighing up how much impact different individuals had on the campaign, such as Rosa Parks, MLK and Malcolm X. 	<ul style="list-style-type: none"> • Knowledge: DNA activities recapping prior learning. • Source skills: Using contextual sources to understand more about the object of study, such as evolution, democracy or education. • Extended writing: Considering issues of 'importance' and 'impact' by looking at how different changes over time affected life.
------------------------------------	---	---	---	--	--

<p>What are the key concepts to be covered?</p>	<ul style="list-style-type: none"> • Chronological understanding: Having an understanding of time periods between 1900-present. • Diversity and Empathy: Learning about and understanding complex moral issues such as the Holocaust (and how victims and perpetrators should be responded to) and campaigns for Civil Rights. • Change and Continuity: Addressing how much the world changed in the 20th century, in many ways as a result of warfare and the technological developments that went with it. • Cause and Consequence: Seeing how different events caused and contributed to one another, such as how WWI helped cause WWII, which lead to the Cold War, which continues to contribute to modern world politics. • Reach and Significance: Learning about how much impact key historical events of the 20th century changed the world, such as the development of the atomic bomb, the Holocaust, and more. • Interpretations: Utilising contextual and subsequent sources to see how perspectives and attitudes develop and change.
<p>What knowledge do they need to have a successful start to Year 10?</p>	<p>Chronological understanding up to the present, having a rough idea of some key elements of the period 1000-present. Skills relating to chronological understanding; being able to place things in time compared to one another and explain the links between key topic areas.</p> <p>Skills relating to reach and significance; being able to evaluate and explain the impact of certain events or ideas for both the present and the future, such as the way the world changed after WWII to today.</p> <p>Skills relating to cause and consequence; understanding how one event relates to another, what made historical events happen and what changed as a result.</p> <p>Having an understanding that more than one perspective on an event is possible, but equally that finding perspectives based on properly-sourced and reliable evidence is extremely important.</p> <p>Fostering a general curiosity about the past and the skills related to its study, so that even those not pursuing GCSE History can learn and benefit in future.</p>
<p>How are topics spaced between unrelated topics?</p>	<p>See Intent document for full rationale.</p> <p>Topics are planned in broadly chronological fashion so that there are clear and straightforward links between each one. However, they are also distinct areas of time based around a concept, time period, group of people etc. in order to provide clear distinction between each topic area.</p>

IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
7	Social/ Cultural Capital	Saxons/Mercia: Potential visit to Tamworth Castle. References to local sites and names and the role of Tamworth.	Norman Conquest: Possibility of a competition around which claimant to the throne should be chosen ('I'm a claimant get me out of here!'). Asking students to submit an argument on behalf of one of the individuals.	Medieval Life: Read diaries and other ways of passing on details about life, such as chronicles, tapestries and physical objects. This could all be used to produce our own diary entries.	Crusades: Virtual visit to Jerusalem, as the major sites are on Google Maps and can be explored and discussed. (e.g. Church of the Holy Sepulchre, Dome of the Rock, Western Wall). Looking at maps of the time to see Jerusalem at the centre of the world, and images that the different sides had of one another.	Mongol Conquests: Romesh Ranganathan did a travel show episode in Mongolia, where a modern Mongolian discussed the impact of Genghis Khan on modern Mongolian identity. Facts and figures will be very important here, as well as the use of maps and contemporary sources.
	Tier 2/3 Vocabulary	Tier 2: Sources, Castle. Tier 3: Anglo-Saxons, Fyrd, Witan, Housecarl.	Tier 2: Tapestry. Tier 3: Claimaint, Norman, Viking, Feudal.	Tier 2: Revolt, Chronicle. Tier 3: Black Death, Peasants' Revolt.	Tier 2: Crusade, Siege, Pilgrimage. Tier 3: Full Indulgence.	Tier 2: Conquests, genocide. Tier 3: Genghis Khan, Khanate.
	Reading	Looking at Anglo-Saxon chronicles.	Accounts of certain events such as the Harrying of the North and the writings of Orderic Vitalis.	Using diaries and chronicles around events like the Black Death and Peasants' Revolt.	Accounts from both Christian and Muslim sources on the experience of the Crusades. Reading the various calls to crusade to understand motivations.	Reading the writings of Marco Polo to see his take on (albeit later) Mongol customs and life. Using contemporary sources from China and Europe to see different views of the conquests.
	Writing	Writing a diary of the average daily life of a Saxon peasant.	Explaining which 'candidate' students believe should be the king in 1066, explaining why William won the battle of Hastings.	Writing a diary of someone experiencing the Black Death, utilising information learned from sources.	Writing about the cause and consequence of the crusades and the over-riding chronology of the time period.	Developing the idea of 'consequential' and 'important' by looking at key conquests/battles (such as China) to consider what different they made.

	Numeracy	Key dates of certain key events, such as the Saxons arriving in England and the Vikings invading.	Statistics from battles such as the number of soldiers at Hastings, numbers killed in the Harrying of the North.	Statistics about events like the Peasants' Revolt and the Black Death. Key dates of these events and the amount of time in between different events of the time period.	Key dates of the major crusades and the events within them (such as the taking of Jerusalem on the First Crusade). Major statistics for the numbers involved in the battles and the crusades themselves overall.	Dates of the major episodes of the Mongol Conquests and the key events of Genghis Khan's life. Statistics on the numbers of people affected and killed by the Mongol Conquests.
	How does the PoS support students with SEND needs?	Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge.				
	How does the PoS support students with low prior attainment/challenge those with high prior attainment?	LPA: As above. Also, no topic begins with any expectation of knowledge that won't be recapped as part of the unit of work. HPA: Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.				
	How does the PoS offer contextual content appropriate to Amington students?	Starts from local history with an easy 'way in' to the discipline, before expanding to wider context. Regular links to things students will at least have some awareness of, such as key individuals or specific events. These will be used as building blocks for sticking new information and knowledge to.				
8	Social/Cultural Capital	Qin Shi Huangdi: Look at objects (Wall, Terracotta Army etc.) Virtual visits to the Great Wall and the Terracotta Army.	Tudors Potential visit to Hampton Court Palace, or to Stratford. Case studies of individuals, especially addressing some of the stereotypes of the time (e.g. looking more at Henry VIII's wives).	Explorers/Colonialism: Diaries and sources would be very important here, especially looking at both sides and hearing the native perspective of meetings and encounters between explorers and them.	Slavery: Potential visit to Liverpool International Slavery Museum. The use of diaries, especially the stories of slaves themselves (e.g. Olaudah Equiano) will be vitally important.	Empire: Empire plates are a good starting point. Studying the Crystal Palace exhibition of 1851 would also provide a great snapshot.
	Tier 2/3 Vocabulary	Tier 2: Emperor, Empire. Tier 3: Great Wall, Terracotta Army.	Tier 2: Catholic, Protestant. Tier 3: Reformation.	Tier 2: Explorer, Colony, Natives. Tier 3: Colonialism.	Tier 2: Slavery. Tier 3: Emancipation.	Tier 2: Exhibition. Tier 3: -

Reading	Writings about the laws of the time and the construction projects of Qin Shi Huangdi.	Reading about certain events such as Henry VIII's character and Mary, Queen of Scots alleged involvement in the Babington Plot.	Reading diaries of explorer and equivalent from native peoples that they met.	Looking at the work of abolitionists and especially ex-slaves such as Olaudah Equiano.	Reading newspaper stories about the Crystal Palace exhibition. Using a variety of written sources about different aspects and areas of the British Empire.
Writing	Considering what kind of ruler Qin was based on different parts of evidence, such as his laws, his constructions and so on.	Writing judgements on certain questions, such as whether Mary I deserves her nickname 'Bloody Mary' and whether Elizabeth's decision not to marry was correct.	Dealing with moral and ethical questions relating to the exploration voyages, such as the views taken about natives and their treatment.	Writing empathetically about experiences of slaves, such as the Atlantic passage and the slave auction.	Evaluating motivations and moral questions about the legacy of the Empire, such as developments that were built, systematic problems like apartheid and racism and more.
Numeracy	Key dates of Qin's life, such as his reunification of China.	Key dates of the rule of different Tudor monarchs and the lengths of their reigns. Statistics from certain events, such as the Battle of Bosworth and the Spanish Armada.	Dates of the major journeys of different explorers, as well as the length of time involved in each case.	Numbers of people being moved to different parts of the world as part of the slave trade, especially emphasising things like life expectancy (including on sugar plantations in South and Central America).	Dates of milestones in the British Empire, such as when different territories were added.
How does the PoS support students with SEND needs?	Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge.				
How does the PoS support students with low prior attainment/challenge those with high prior attainment?	LPA: As above. Also, no topic begins with any expectation of knowledge that won't be recapped as part of the unit of work. HPA: Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.				
How does the PoS offer contextual content appropriate to Amington students?	Starts from local history with an easy 'way in' to the discipline, before expanding to wider context. Regular links to things students will at least have some awareness of, such as key individuals or specific events. These will be used as building blocks for sticking new information and knowledge to.				

9	Social/ Cultural Capital	World War One: Potential France/Belgium Battlefields trip. Make use of the 'They shall not grow old film'. Use diaries and contextual sources.	World War Two: Potential Imperial War Museum (London, or Duxford) visit.	Holocaust Potential Beth Shalom visit. Hear survivor talks, either live (if possible) or via recordings and the internet. Engage with Holocaust Education Trust resources, especially regarding pre- war Jewish life.	Civil Rights: Case studies of key individuals such as MLK and Malcolm X. Key speeches (e.g. 'I have a dream') to provide context and additional understanding.	History of Ideas: Snapshots of certain historical points, such as Athenian democracy.
	Tier 2/3 Vocabulary	Tier 2: Neutral, Trench, Alliance. Tier 3: -	Tier 2: - Tier 3: Nazi, USSR,	Tier 2: - Tier 3: Concentration camps, Death camps, Work camps, Kristallnacht, Einsatzgruppen.	Tier 2: Civil Rights, Segregation. Tier 3: -	Tier 2: Democracy, Education. Tier 3: -
	Reading	Reading trench diaries and war poetry as well as using newspapers from the time to gauge public opinion.	Diaries and extracts from various speeches, such as Chamberlain on the declaration of war, Churchill at key points (e.g. the Battle of Britain) and Truman/Oppenheimer on the use of the atomic bomb.	Survivor testimonies such as Simon Wiesenthal. Writings of victims such as Anne Frank.	Extracts from speeches by key figures such as Martin Luther King and Malcolm X. Using contemporary newspapers to see the range of responses to campaigners.	Utilising a huge range of sources across different topics, such as extracts from Darwin (on evolution) or Cleisthenes (on democracy).
	Writing	Explaining the consequences of the war for individuals (through things like PTSD) and nations (through the peace treaties).	Arguing moral issues such as the use of the atomic bombs on Japan.	Considering how perpetrators of the Holocaust should be dealt with through specific cases (e.g. Adolf Eichmann) and the Nuremburg Trials in general.	Weighing up how much impact different individuals had on the campaign, such as Rosa Parks, MLK and Malcolm X.	Considering issues of 'importance' and 'impact' by looking at how different changes over time affected life.

Numeracy	Statistics from the war itself, as well as from specific battles such as the Somme and Ypres.	Statistics and facts from major events such as the attack at Pearl Harbour, the dropping of the atomic bombs and more.	Data about the overall effect of the persecution of minorities, such as how many people went to different camps. Dates of how laws were brought into effect that introduced and expanded on the persecution of minorities.	Key dates of certain events, such as the Montgomery Bus Boycott and the March on Washington.	Timelines and dates of when different key developments took place throughout history.
How does the PoS support students with SEND needs?	Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge.				
How does the PoS support students with low prior attainment/challenge those with high prior attainment?	LPA: As above. Also, no topic begins with any expectation of knowledge that won't be recapped as part of the unit of work. HPA: Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.				
How does the PoS offer contextual content appropriate to Amington students?	Starts from local history with an easy 'way in' to the discipline, before expanding to wider context. Regular links to things students will at least have some awareness of, such as key individuals or specific events. These will be used as building blocks for sticking new information and knowledge to.				

How does the Implementation Plan meet the ACE curriculum design?	
Ambitious	These choices ensured a broad range across the required time periods. There are opportunities for revisiting topics or concepts in increasing depth and challenge across year groups, such as revisiting colonialism when covering Empire.
Challenging	As above, there are multiple opportunities to revisit ideas in increasing complexity as the program of study continues. The final 'History of Ideas' topic allows for something of an overview of the whole time period studied, helping tie it all together and see History as more than just a collection of events scattered throughout time.
Engaging	Topics have been selected to provide a range of things to learn about, such as the character studies of Tudor monarchs versus more of a moral/ethical discussion when learning about slavery. This means that the focus changes depending on what topic we are studying and what it allows us to address and learn about.

What are the current strengths of the Implementation Plan?

- Lots of opportunities for cultural capital.
- Wide range of topics to promote both understanding and engagement.
- Consideration given to all areas, with a framework to build upon as more planning takes place.

What specific actions have to be taken in response to the above? Please consider:

- Core concept changes;
 - Space interleaving changes;
 - Modifications to ensure an ACE curriculum design;
 - CPD for teachers in your subject area;
 - Additional research you have to consider as part of this review.
-
- Additional research: Extending lists of tier 2 and tier 3 vocabulary.
 - CPD on interleaving and the best approaches to this.
 - CPD on SEN and the inclusion of reading/writing/numeracy elements to better support all students.