



## AIM AND PURPOSE

Knowledge of the past - and how both events and people within it, and subsequent representations of it, shape the present - is a prerequisite for accessing and participating in the conversations of the powerful. Therefore, the aim of The Totteridge Academy History Curriculum is to equip pupils with the powerful knowledge that will enable them to understand and participate in diverse social and political worlds (Counsell, 2021), equip them to engage in informed debates (Priggs and Hibbert, 2021) and which will enable them to better understand and interrogate the accounts of the past they will inevitably encounter in their lives (Lee, 2017). At The Totteridge Academy, we believe that it is an absolute entitlement of all pupils to be able to engage in a history curriculum that prioritises this powerful knowledge, so that they are effectively inducted into the discipline of history and are equipped to participate actively at university, in the workplace and in society.

## HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

The History curriculum, with its combination of broad, rich substantive knowledge and regular encounters with and practice of disciplinary knowledge, ensures that pupils leave school with a secure understanding of the distinctiveness of historical knowledge, its subjectivity and contested nature. The curriculum is grounded in current, diverse historical scholarship which reflects the dynamic nature of the discipline. Therefore, in studying history as a discipline at TTA, pupils will:

- use the concepts of change and continuity, cause and consequence, similarity, difference and significance in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives, analyses and arguments;
- learn how to organise and communicate their historical knowledge and understanding in different ways, particularly through academic, analytical writing;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed, so that they can develop an understanding of the distinct nature of historical knowledge;
- acquire an understanding of different identities and experiences within past and present societies so that they can challenge and critique dominant, unrepresentative or narrow narratives;
- engage in enquiries that are grounded in current historical scholarship and that reflect the current work and debates of the academic community.





### OVERVIEW

Our History curriculum is grounded in current historical scholarship. This ensures that students are taught representative narratives and develop a comprehensive understanding of the past in Britain and the wider world. Students engage directly in the discipline of history; they learn how to construct written arguments to different historical questions and to interrogate interpretations critically. In Y7, students explore the complex connections of the medieval world. From the distribution of power to the spread of knowledge and disease, they study the forces that shaped lives in England and throughout the world.

Term	Focus	Assessment
Aut 1	<b>World views in 1000</b> <ul style="list-style-type: none"> <li>What does medieval Baghdad reveal about the Muslim world? (<b>Significance</b>)</li> <li>What does the story of St Foy reveal about the medieval Christian world? (<b>Significance</b>)</li> </ul> <b>Key content:</b> <i>Islamic world and European Christendom by 1000</i>	Diagnostic assessment and piece of extended writing once every c. 3 lessons.
Aut 2	<b>Norman Conquest and Control</b> <ul style="list-style-type: none"> <li>How disruptive were the Normans? (<b>Change and continuity</b>)</li> </ul> <b>Key content:</b> <i>The Norman Conquest</i>	Diagnostic assessment and piece of extended writing once every c.3 lessons.
Spr 1	<b>Religion in the Middle Ages</b> <ul style="list-style-type: none"> <li>What mattered to people in the Middle Ages? (<b>Significance</b>)</li> </ul> <b>Key content:</b> <i>The role and power of the Church in medieval England, the Crusades</i>	<b>Mid year assessment</b> 1 additional diagnostic assessment and extended writing
Spr 2	<b>Challenges to medieval monarchs</b> <ul style="list-style-type: none"> <li>What did it mean to be a medieval monarch? (<b>Causation/ Similarity and difference</b>)</li> </ul> <b>Key content:</b> <i>The struggle between the Church and the crown, Magna Carta and the emergence of Parliament, the Peasants' Revolt 1381</i>	Diagnostic assessment and piece of extended writing once every c.3 lessons.
Sum 1	<b>Medieval Empires</b> <ul style="list-style-type: none"> <li>What does the story of Mansa Musa reveal about medieval Africa? (<b>Significance</b>)</li> </ul> <b>Key content:</b> <i>Mali Empire and expansion, medieval West African kingdoms</i>	Diagnostic assessment and piece of extended writing once every c.3 lessons.
Sum 2	<b>The Black Death</b> <ul style="list-style-type: none"> <li>How did one village respond to the Black Death? (<b>Change and continuity</b>)</li> </ul> <b>Key content:</b> <i>The Black Death</i>	<b>End of year assessment</b> 1 additional piece of extended writing

### Home Learning:

- Weekly self-quizzing (copy, cover, check, test) in homework booklets.

### Useful resources:

- Topic Homework Booklet – includes quizzes, knowledge organisers and practice questions.



### OVERVIEW

Our History curriculum is grounded in current historical scholarship. This ensures that students are taught representative narratives and develop a comprehensive understanding of the past in Britain and the wider world. Students engage directly in the discipline of history; they learn how to construct written arguments to historical questions and to interrogate interpretations critically. In Y8, students study Britain's transformation into an industrial, imperialist world power. From civil war to slavery, they confront the destruction caused by the desire to dominate and the resilience of those who resisted.

### Term Focus

### Assessment

Aut 1

#### Revolutions in ideas and religion

- What kind of change was the Renaissance? (**Change and continuity**)
- How did Luther's protest become so big, so fast? (**Causation**)
- What changed in the village of Morebath between 1519 and 1574? (**Change and continuity**)

**Key content:** *European Reformation, Henry VIII and the English Reformation*

Diagnostic assessment and piece of extended writing once every c. 3 lessons.

Aut 2

#### Tudor England

- Why was the world opening up to Elizabeth I and her people? (**Causation**)

**Key content:** *Life in Elizabethan England, early modern British imperialism*

Diagnostic assessment and piece of extended writing once every c. 3 lessons.

Spr 1

#### Britain in the 17th century

- Why did the English Civil War break out? (**Causation**)
- What were the consequences of the English Civil War? (**Consequence**)

**Key content:** *Causes and events of the English Civil War, the Interregnum, the Restoration, imperialism and the Royal African Company,*

**Mid year assessment**  
1 additional diagnostic assessment and extended writing.

Spr 2

#### Transatlantic slavery

- How have historians told a human history of how enslaved Africans resisted dehumanisation? (**Evidential thinking**)
- How and why have historians disagreed about the abolition of transatlantic slavery? (**Interpretations**)
- How far did life change in Jamaica following the abolition of slavery? (**Change and continuity**)

**Key content:** *Experience and resistance of enslaved Africans, abolition and its impact*

Diagnostic assessment and piece of extended writing once every c.3 lessons.

Sum 1

#### The Industrial Revolution

- How far did the Industrial Revolution have a positive impact on people's lives in Britain? (**Consequence**)

**Key content:** *Causes, events and consequences of the Industrial Revolution, urban life in 19<sup>th</sup> century Britain, growth of popular agitation for political and social reform*

Diagnostic assessment and piece of extended writing once every c.3 lessons

Sum 2

#### The British Empire

- What was British colonialism like in the nineteenth century? (**Similarity and difference**)

**Key content:** *Experience, impact and legacy of the British Empire in different times and spaces, the nature of colonialism in Australia, India and Ireland, lived experience of colonialism for indigenous populations*

**End of year assessment**  
1 additional piece of extended writing

### Home Learning:

- Weekly self-quizzing (copy, cover, check, test) in homework booklets.

### Useful resources:

- Topic Homework Booklet – includes quizzes, knowledge organisers and practice questions



### OVERVIEW

Our History curriculum is grounded in current historical scholarship. This ensures that students are taught representative narratives and develop a comprehensive understanding of the past in Britain and the wider world. Students engage directly in the discipline of history; they learn how to construct written arguments to historical questions and to interrogate interpretations critically. In Y9, students study how imperialist agendas led to decades of devastating conflict and demands for change. From resisting regimes to equal rights, they study those who fought for reform and whose campaigns resonate today.

Term	Focus	Assessment
Aut 1	<p><b>The First World War</b></p> <ul style="list-style-type: none"> <li>Why did the world go to war in 1914? (<b>Causation</b>)</li> </ul> <p><b>Key content:</b> <i>Causes, course and consequences of WW1, different experiences of soldiers on the Western Front</i></p>	Diagnostic assessment and piece of extended writing once every c. 3 lessons.
Aut 2	<p><b>The First World War</b></p> <ul style="list-style-type: none"> <li>What do the stories of the 'often forgotten armies' reveal about the Western Front? (<b>Significance</b>)</li> </ul> <p><b>Votes for women</b></p> <ul style="list-style-type: none"> <li>How did women secure the right to vote in 1918? (<b>Causation</b>)</li> </ul>	Diagnostic assessment and piece of extended writing once every c. 3 lessons
Spr 1	<p><b>The rise of dictators and totalitarian states</b></p> <ul style="list-style-type: none"> <li>What long shadows did the First World War cast? (<b>Consequence</b>)</li> <li>How did totalitarian regimes maintain control? (<b>Similarity and difference</b>)</li> </ul> <p><b>Key content:</b> <i>Russian Revolution, rise of fascism in Europe, life in Stalin's USSR and Nazi Germany</i></p>	<p><b>Mid year assessment</b></p> <p>1 additional diagnostic assessment and extended writing.</p>
Spr 2	<p><b>The Second World War and the Holocaust</b></p> <ul style="list-style-type: none"> <li>Why have historians disagreed about how and why the Holocaust happened? (<b>Interpretations</b>)</li> </ul> <p><b>Key content:</b> <i>History of Antisemitism, persecution of Jews and other groups in the Third Reich, reasons for the Holocaust, including the course of WW2, resistance</i></p>	Diagnostic assessment and piece of extended writing once every c.3 lessons.
Sum 1	<p><b>British Civil Rights Movement</b></p> <ul style="list-style-type: none"> <li>How did Black people campaign for equality in post-war Britain and what changed? (<b>Change and continuity</b>)</li> </ul> <p><b>Key content:</b> <i>British Nationality Act 1948 and Windrush-era migration, Race Relations Acts 1965 and 1968, Black British Civil Rights movement</i></p>	Diagnostic assessment and piece of extended writing once every c.3 lessons
Sum 2	<p><b>Post-war Britain</b></p> <ul style="list-style-type: none"> <li>What different stories can be told about post-war Britain?</li> </ul> <p><b>Key content:</b> <i>The creation of the welfare state, social change in Britain, change and continuity in the lives, experiences and rights of diverse groups of people living in Britain</i></p>	<p><b>End of year assessment</b></p> <p>1 additional piece of extended writing</p>

### Home Learning:

- Weekly self-quizzing (copy, cover, check, test) in homework booklets.

### Useful resources:

- Topic Homework Booklet – includes quizzes, knowledge organisers and practice questions



### OVERVIEW

Students begin their GCSE with a thematic study of migration to Britain. This consolidates their KS3 learning of how far and why life in Britain has changed from 800-present, through the lens of migration. Having arrived in the modern period, students spend the latter half of Y10 delving into the turbulent twentieth-century experience of the USA. Beginning with the civil rights movement and ending with American involvement in Vietnam, students investigate how a country that spent £100billion bombing Vietnam could allow for the under-funding of basic amenities for black Americans at home?

Term	Focus	Assessment
Aut 1	<b>Migrants in Britain c800-Present</b> <ul style="list-style-type: none"> <li>Notting Hill c1948-1970</li> </ul>	Fact test and full exam question once every c. 3 lessons.
Aut 2	<b>Migrants in Britain c800-Present</b> <ul style="list-style-type: none"> <li>Migration in medieval England (c800-1500)</li> <li>Migration in early modern England (c1500-1700)</li> </ul>	Fact test and full exam question once every c. 3 lessons.
Spr 1	<b>Migrants in Britain c800-Present</b> <ul style="list-style-type: none"> <li>Migration in 18<sup>th</sup> and 19<sup>th</sup> Century Britain (c1700-1900)</li> <li>Migration in modern Britain (c1900-Present)</li> </ul>	<b>PAPER 1 MOCK</b>  2 additional fact tests and exam questions.
Spr 2	<b>The USA, 1954-1975: Conflict at Home and Abroad</b> <ul style="list-style-type: none"> <li>The development of the civil rights movement, 1954-60</li> <li>Protest, progress and radicalism, 1960-75</li> </ul>	Fact test and full exam question once every c. 3 lessons.
Sum 1	<b>The USA, 1954-1975: Conflict at Home and Abroad</b> <ul style="list-style-type: none"> <li>US involvement in the Vietnam War, 1954-75</li> </ul>	Fact test and full exam question once every c.3 lessons
Sum 2	<b>The USA, 1954-1975: Conflict at Home and Abroad</b> <ul style="list-style-type: none"> <li>Reactions to, and the end of, US involvement in Vietnam, 1964-75</li> </ul>	<b>PAPER 1 and 3 MOCK</b>  2 additional fact tests and exam questions.

### Home Learning:

- Weekly self-quizzing (copy, cover, check, test) in homework booklets.

### Useful resources:

- Topic Homework Booklet – includes quizzes, knowledge organisers and practice exam questions.



### OVERVIEW

Students begin Y11 by placing the conflicts the USA faced at home and abroad in the wider context of the Cold War. They examine how global superpowers cooperated and collided from 1941-91 in their attempts to 'reshape' the world. Finally, students conclude their GCSE course by zooming in to a depth study of early Elizabethan England, where religious tension, foreign sabotage and state-sponsored piracy all existed as prominent features of a divided society. Drawing together their studies of societies divided by time and space, yet united by often similar experiences, students then spend their final half term preparing for their exams.

Term	Focus	Assessment
Aut 1	<b>Superpower relations and the Cold War 1941-1991</b> <ul style="list-style-type: none"> <li>The Origins of the Cold War, 1941-58</li> <li>Cold War crises, 1958-70.</li> </ul>	Fact test and full exam question once every c. 3 lessons.
Aut 2	<b>Superpower relations and the Cold War 1941-1991</b> <ul style="list-style-type: none"> <li>The end of the Cold War, 1970-91</li> <li>Revision</li> </ul>	<b>PAPER 1, 2P + 3 MOCK EXAMS</b> 2 additional fact tests and exam questions.
Spr 1	<b>Early Elizabethan England 1558-1588</b> <ul style="list-style-type: none"> <li>Queen, government and religion, 1558-69</li> <li>Challenges to Elizabeth at home and abroad, 1569-1588</li> </ul>	Fact test and full exam question once every c. 3 lessons.
Spr 2	<b>Early Elizabethan England 1558-1588</b> <ul style="list-style-type: none"> <li>Elizabethan society in the Age of Exploration, 1558-88</li> <li>Revision</li> </ul>	<b>PAPER 1, 2 AND 3 MOCK EXAMS</b> 2 additional fact tests and exam questions.
Sum 1	<b>Revision</b> <ul style="list-style-type: none"> <li>Migrants in Britain c800-Present</li> <li>Early Elizabethan England 1558-1588</li> <li>The USA, 1954-1975: Conflict at Home and Abroad</li> <li>Superpower relations and the Cold War 1941-1991</li> </ul>	GCSE Examinations.
Sum 2	<b>GCSE Examinations</b>	GCSE Examinations.

### Home Learning:

- Weekly self-quizzing (copy, cover, check, test) in homework booklets.

### Useful resources:

- Topic Homework Booklet – includes quizzes, knowledge organisers and practice exam questions