

Curriculum Intent

The study of the past is essential in enabling young people to make sense of their own identity and the world around them today. Through the study of History at Fortismere, students develop an understanding of and respect for the complexity of people's lives, the process of change, and the diversity of experience and views within societies throughout time, both in Britain and the wider world. Furthermore, we equip young people with the powerful knowledge they need to understand and take an active part in society. Finally, our programme of study exposes students to the contributions of ordinary and extraordinary people in exciting times. We aim to foster curiosity in our students and help to inspire in them a life-long love of learning, which allows them to continue to develop long after they've left school.

The study of historical knowledge at Fortismere is underpinned by the development of key skills which will support students to be successful both academically and in their lives in the modern world. In studying History, students learn how to use and analyse evidence. We support students to develop their ability to think critically, understand differing perspective and evaluate arguments with skill and confidence. We also teach students to communicate clearly, formulating their own arguments, presenting them persuasively, and supporting them with evidence. Our passionate team of history specialists take pride in teaching exciting lessons that support and challenge students, enabling them to achieve highly.

At Fortismere, the study of History in the classroom is further complemented by extra-curricular opportunities which make the most of the opportunities in our local community and the wider world. Students are provided the opportunity to see how the world today is a consequence of past decisions and the continued relevance of History through seminars, lectures, projects and local and international school visits.

Yr7 (KS3)	Topic Area	Key recovery knowledge/skills (what <u>has</u> to be learnt)	Resources/support at home
Autumn 1	Was London all muck and misery between 1000 and 2000?	Knowledge: <i>Breadth Study</i> . The growth of London, experience of living in London in the Roman, Norman, early modern, Georgian, Victorian, and modern periods. Skills: Chronological understanding, explaining change and continuity, using sources (Personal History project)	Museum of London online Horrible Histories <i>History of London</i>
Autumn 2	Did the English suffer under Norman rule?	Knowledge: <i>Conflict</i> . The events of the Norman invasion of 1066, the positive and negative impact of Norman rule for the native English people. Skills: Explaining change and continuity.	British Museum online <i>1066: The Battle for Middle Earth</i> (Channel 4 documentary) Horrible Histories, <i>Stormin' Normans</i>
Spring 1	'We three kings': What made a good medieval king?	Knowledge: <i>Power and Protest</i> . Key features of medieval kingship, key features of the reigns of King Henry, King Richard, and King John, the changing relationship between the monarch and the church, the signing of the Magna Carta. Skills: Assessing significance.	British Library: Exploring the Magna Carta www.bl-uk.uk/magna-carta <i>The Plantagenets</i> (BBC documentary)
Spring 2	Who thrived in Medieval England?	Knowledge: <i>Social History</i> . Social hierarchy of medieval England, types of people living in medieval England, impact of the Black Death on medieval society. Skills: Explaining change and continuity, assessing significance.	<i>Filthy Cities: London</i> (BBC documentary)
Summer 1	Why did Islam spread so far, so fast?	Knowledge: <i>Ideas and Beliefs</i> . Life in Arabic middle east prior to the Prophet Mohammad, reactions to the Prophet Mohammad's new ideas, reasons for the rapid spread of the new religion throughout northern Africa, the Middle East, and parts of Asia in the century following the Prophet Mohammad's death. Skills: Explaining cause and consequence	<i>What did the Ancient World do For Us: The Islamic World</i> (BBC documentary) BBC Bitesize: the Medieval Islamic World https://www.bbc.co.uk/bitesize/guides/zx9xsbk/revision/1
Summer 2	What should we know about the Crusades?	Knowledge: <i>Conflict</i> . Key events of the Crusades, how interpretations of the Crusades have changed over time.	BBC Bitesize: The Crusades https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1

		Skills: Understanding interpretations, chronological understanding.	
Yr8 (KS3)	Topic Area	Key recovery knowledge/skills (what <u>has</u> to be learnt)	Resources/support at home
Autumn 1	Was the 16 th century one of new ideas?	<p>Knowledge: <i>Ideas and Beliefs</i>. Key developments in science, art, architecture, and religion in Europe during the Renaissance and the Reformation.</p> <p>Skills: Explaining change and continuity, assessing significance.</p>	<p>National Gallery online</p> <p>Science Museum online</p> <p>Timelines.TV – The Reformation http://timelines.tv/</p>
Autumn 2	Was Britain out of control, 1500-1700?	<p>Knowledge: <i>Power and Protest</i>. Key problems facing and events during the reigns of Elizabeth I and Charles I, focusing on religious, political, foreign, and economic challenges faced by each monarch.</p> <p>Skills: Explaining change and continuity, assessing significance.</p>	<p>National Portrait Gallery online</p> <p>BBC Bitesize: Elizabeth I https://www.bbc.co.uk/bitesize/topics/zbvycdm</p> <p>BBC Bitesize: Charles I https://www.bbc.co.uk/bitesize/topics/z4rg87h</p>
Spring 1	How did the Ottomans show their power?	<p>Knowledge: <i>Power and Protest</i>. Who the Ottomans were, how they used military, political, social, and religious means to show their power.</p> <p>Skills: Using sources.</p>	<p>British Museum online</p> <p><i>The History of the Ottoman and Turkish Empire</i> (PBS documentary)</p> <p><i>The Ottomans</i> (BBC documentary)</p>
Spring 2	Were campaigners in Britain the most important reason	<p>Knowledge: <i>Social History</i>. Key features of the transatlantic slave trade, the contributions of campaigners in Britain, of Africans and enslaved people around the world, and economic factors in bringing about the abolition of slavery.</p>	<p>London Museum of the Docklands online</p> <p>Black Cultural Archives online</p>

	for the abolition of slavery?	Skills: Assessing significance.	BBC Bitesize: Slavery https://www.bbc.co.uk/bitesize/topics/z2qj6sg
Summer 1	Why were the French revolting in the 18 th century?	Knowledge: <i>Power and Protest</i> . Causes, events, and outcomes of the French Revolution. Through the American Revolution investigation homework, causes, events, and outcomes of the American revolution. Skills: Explaining cause and consequence.	Horrible Histories <i>France</i> <i>The French Revolution</i> (History Channel documentary) BBC Bitesize: <i>The French Revolution (Popular Revolutions Over Time)</i> https://www.bbc.co.uk/bitesize/guides/zpwp34j/revision/5 <i>Hamilton</i> (available in full on Disney+ or the soundtrack)
Summer 2	Why do people live longer today than ever before?	Knowledge: <i>Breadth Study</i> . Changing ideas about the causes of disease and developments in methods of treating disease from the Egyptians to the present day. Skills: Chronological understanding, explaining change and continuity.	Science Museum online Surgery Museum online BBC Bitesize: Medicine through Time https://www.bbc.co.uk/bitesize/topics/zttypbk
Yr9 (KS3)	Topic Area	Key recovery knowledge/skills (what <u>has</u> to be learnt)	Resources/support at home
Autumn 1	Why did Britain take over the world?	Knowledge: <i>Power and Protest</i> . Key features and consequences of the industrial revolution, causes of British imperial expansion worldwide between the years 1750 to 1900. Skills: Explaining cause and consequence.	London Museum of the Docklands online Jeremy Paxton's <i>Empire</i> (documentary) BBC Bitesize: British Empire

			https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1
Autumn 2	Why was the 'Great War' great?	<p>Knowledge: <i>Conflict</i>. Causes of the First World War, key features of the First World War, including methods of recruitment, developments of weapons technology, features of trench warfare, involvement of Empire soldiers, and impact on women and the home front.</p> <p>Skills: Explaining change and continuity, assessing significance.</p>	<p>Imperial War Museum online</p> <p>BBC Bitesize: WWI https://www.bbc.co.uk/bitesize/topics/z4crd2p</p> <p><i>The Making of Modern Britain</i> (BBC documentary)</p> <p><i>They Shall Not Grow Old</i> (film)</p> <p><i>War Horse</i> (film)</p>
Spring 1	How did the persecution of the Jews lead to the Holocaust?	<p>Knowledge: <i>Ideas and Beliefs</i>. Key events in the escalation of the persecution of Jews under Nazi rule to the Holocaust during the Second World War, key events of the Second World War (WWII homework project)</p> <p>Skills: Explaining change and continuity.</p>	<p>Imperial War Museum online</p> <p><i>The Book Thief</i> by M Zusak</p> <p>BBC Bitesize: WW II https://www.bbc.co.uk/bitesize/topics/zk94jxs</p> <p>Holocaust Memorial Day Trust https://www.hmd.org.uk/</p> <p><i>Maus</i> (comic book)</p>
Spring 2	Why is there conflict in the Middle East?	<p>Knowledge: <i>Conflict</i>. Key features of the competing claims to Israel/Palestine, causes and key events of the four Arab-Israeli wars, consequences of the conflict in terms of international terrorism and refugees.</p> <p>Skills: Explaining cause and consequence, explaining change and continuity.</p>	<p>Imperial War Museum online</p> <p><i>The Birth of Israel</i> (BBC Documentary)</p> <p>BBC Bitesize: The Middle East</p>

			https://www.bbc.co.uk/bitesize/topics/zb3v4wx
Summer 1	Was Apartheid defeated by peaceful protest?	<p>Knowledge: <i>Power and Protest</i>. Key features of the system of Apartheid in South Africa, peaceful vs violent means used by South Africans and people outside of South Africa to oppose the system of Apartheid.</p> <p>Skills: Explaining cause and consequence, assessing significance.</p>	<p>History.com https://www.history.com/topics/africa/apartheid</p> <p>Oliver Tambo memorial statue</p> <p><i>Mandela</i> (film)</p> <p><i>Goodbye Bafana</i> (film)</p>
Summer 2	Who built Britain?	<p>Knowledge: <i>Breadth study</i>. Changes in the population of Britain from 1000-present years, waves of migration into Britain, experience of immigrants in Britain.</p> <p>Skills: Chronological understanding, explaining change and continuity.</p>	<p>Museum of London</p> <p>BBC Bitesize: Migration to Britain, c. 1000-2010 https://www.bbc.co.uk/bitesize/guides/zt8qrdm/revision/1</p>