



The values which underpin our curriculum

We value and promote three main areas of achievement which are enabled both through curricular and co-curricular teaching and activities.

Academic Outcomes - With our parents, The Wilnecote School shares the very highest academic expectations of our students. We are committed to ensuring our students achieve outstanding individual outcomes which afford them the maximum opportunities in future phases of their lives and careers. To achieve the very best for outcomes for students we know we have to provide the very best curriculum both to ensure national requirements which are a passport to future progression are met but also so that individual needs are realised. We are committed to a broad and balanced 21st Century curriculum, taught by specialist teachers with a passion for their subject, for teaching and for the future of the young people in their classroom. High quality first teaching makes the biggest difference to a student's experience of school and their outcomes. Our curriculum offers our students a broad and balanced experience and effective progression routes into Post16 education, employment or training.

Nurturing Individual Talent - Achievement of the very best outcomes for students is The Wilnecote School's core business but we also recognise the chance we have as educators to broaden a student's experience beyond the mainstream. Extra-curricular opportunities abound and we strive hard to provide complementary activities, trips and visits to enhance cultural literacy, a valuable commodity in the wider world.

Excellent relationships - The Wilnecote School is a cohesive learning community and the way we behave towards one another is very important in maintaining its character. We take behaviour seriously. Good behaviour which facilitates effective learning is encouraged, rewarded and reinforced. There is a very transparent and universal behaviour policy which is consistently applied and allows students to work in a calm and purposeful environment. Through form tutor support, daily assemblies, our PSHE programme and the wider curriculum, as well as through role-modelling from staff, we promote our safe community and the key messages of tolerance, understanding and respect, to ensure students have the space to develop personally as well as academically.

Our curriculum intent

The six principles which underpin our curriculum are seen below. They are regularly discussed at Senior Team meetings Academic Board and they drive the work of our Heads of Department

1) Curriculum structure

- At Key Stage 3 there should be 6 modules that will be delivered over the course of the year
- Assessment may be ongoing, but data must be input into SIMS as requested in the assessment schedule
- Regular opportunities should be offered for students to close the gaps in their learning
- Homework should be regular, meaningful and provide the opportunity to consolidate learning.

2) Curriculum design - Building on prior learning

- All subjects must ensure that they have a good understanding and knowledge of what is delivered KS2. This should be formed by regular contact with and visits to our key partner primary schools
- The KS3 curriculum must build on this knowledge and experience and continue to sequence and build to ensure competency, progress and over-learning where appropriate.
- All schemes must stretch and challenge.

3) Curriculum Coverage - The essential knowledge/skills

- The curriculum should be equal to in quality or better than the National Curriculum
- Topics considered by HODs to be a vital part of a student's entitlement, or an essential requirement of a broad and balanced curriculum should be addressed in schemes.

4) Wider Knowledge and Skills:

- The curriculum should emphasise the essential knowledge and skills for effective lifelong learning in each subject area. These may be academic or practical.
- The curriculum should consider the literacy and oracy skills required for a subject area in keeping with whole school policies. Schemes should include details of essential subject specific vocabulary, but should also aim to build students' wider vocabulary.
- Opportunities for extended pieces of writing and presentations should be evident throughout.

5) Curriculum Engagement:

- The topics covered and method of delivery should engender a love of learning, be engaging and exciting. Students should enjoy learning during their time at The Wilnecote School and aspire to continue learning beyond their time here

6) Extra-Curricular Activities:

- In order to foster a joy of learning it is essential that students experience learning beyond the classroom environment. Take the opportunity to build in extra-curricular visits and activities into schemes.

(HISTORY)

Introduction to the Faculty or Department	The Humanities faculty is made up of the Geography, History and RE departments. Each department is staffed by specialists. Geography is led by Lydia Molineux, who joined Wilnecote in January 2022 from De Ferrers school in Burton and specialises in physical geography, in particular soils, hazards, and ecosystems (and how plants and animals adapt to their environment). She is supported by David Meer, who did his initial training here in 2019 and then joined as an NQT in 2020. He specialises in human geography, in particular issues connected to migration, giving the department a good balance of experience and expertise. History is led by Ian Farrell, who has taught at Wilnecote since 2000 and is also the Head of Humanities. His specialism is the early Modern Period, in particular Reformation Europe, the European witchcraze and the English Civil War. He is supported by Amy Ferris, who joined the school in 2023, having started teaching in 2009. Her specialism is modern history, with a particular focus on Nazi Germany and the Holocaust. Her dissertation was on The Warsaw Ghetto. Also joining the department in September 2023 is Emma Leary, who has taught History since 2004 and has been a lead practitioner, a Head of History and Second in RE. Her specialisms are also focused on modern history and include the Causes of World War One, Crime and Punishment in Modern Britain, The Cold war and Vietnam. RE is led by Cathy Day, who joined Wilnecote 16 years ago. Her specialism is in Christian beliefs and practices, with a particular focus on ethical issues. She is supported in RE by Amy Ferris and Emma Leary. As a whole, therefore, the faculty has an excellent balance of experience and expertise, which enables it to be dynamic in its thinking. The individual departments meet separately to discuss subject specific issues and plan specialist schemes but there is also a strong Humanities ethos, with a shared vision which drives what we are trying to achieve and a genuine team atmosphere which means that ideas on teaching and learning are shared at a whole faculty level.
Our vision for the subject	1. Students should develop a love of history based round the key ideas of investigating why events occur and “arguing” about the significance/importance of events/causes/consequences. They should understand that there is often no right answer to the big questions of history! 2. Students should be inspired by grappling with genuine historical controversies (eg Davison: accident or suicide? Who was Jack the Ripper? Who was most to blame for Becket’s death?) 3. Students should have a sense of a broad chronological sweep of history and where key events fit into it. 4. Students should be able to analyse topics in depth and compare themes over time. 5. Students should understand some broad concepts – why people are used as scapegoats/persecution, dictatorship and its effects, democracy and the struggle for it, resistance and the fight for rights, government, empire, church and state.



6. Students should practise and build key historical skills – analysis, argument, assessing interpretations, explaining change – building and revisiting at KS3 the skills that are fundamental to studying History (and which naturally, therefore, are also key at GCSE).

As Christine Counsell has pointed out, creating a curriculum is an exercise of power, particularly with a subject like History where there is less consensus about what should/should not be included. Counsell suggests that the choice of periods and topics studied is necessarily laden with personal/political preferences as a result. Our curriculum has like all others, therefore, necessitated choices but our starting point was that the curriculum should be designed with these core aims in mind. The starting point was the National Curriculum and Edexcel schemes but several key factors then influenced the choice within this;

1. The desire to balance depth with breadth. Whilst the NC has considerable breadth, a course that taught all that is mentioned within it would sacrifice depth. We want our students not only to get a feel for a broad chronological sweep but also have the opportunity to analyse in depth so their history does not become too superficial and they can benefit from the subject specialism which a secondary school has.
2. The desire to balance social/economic history with political - not all historians like/specialise in all types of history and the same is true of students. To make our course accessible and interesting to all we wanted to balance the types of history taught so there is “something for everyone”. In year 7 for example the more political Becket topic is balanced by the more social crime unit and the GCSE units have a mix of both (eg Cold War heavily political, Medicine more social).
3. Building on KS2. We are aware that some (but not all) of our feeder schools do cover the Battle of Hastings - however, this is from a more narrative focus rather than building the core historical skill of “explaining causation” which is at the core of our focus on the Norman Conquest - why did William win the Battle of Hastings? Why was he able to control England after?
4. We aim not to repeat topics in KS3 that are taught in KS4. This is why in the Reformation topic there is little in depth on Elizabeth I, who is covered at GCSE. Likewise, our depth study at KS4 is USA: conflict at home and abroad because we do not want to repeat KS3 work on Nazi Germany. QCA reported in 2005 on its concern about the “Hitlerisation” of History in English secondary schools and we are keen to avoid this by ensuring we do not repeat this topic so that there is every opportunity to study as broad a selection of topics as the KS3 NC and Edexcel exam requirements allow. This allows for a breadth of experience rather than a narrow focus/obsession with repeating topics just to ensure grades. The teaching of the Cold War ensures that Germany beyond the Nazis is also considered.
5. Certain topics were felt to be non-negotiables either because of their pivotal importance in British/world history (eg Industrial Revolution/fight against Nazism) or because of their cultural significance in understanding our modern, multi-cultural world (eg slavery). This also means that certain underlying themes are revisited: Empire (slavery, causes of WWI), resistance (Peasants’ Revolt, Nazism), fight for rights/importance of the vote (Women’s suffrage, Public Health in 19th Century, Black civil rights) and persecution/intolerance (heresy, witchcraft, black civil rights). There are also opportunities to support the topics in the other Humanities subjects (eg The Nazi Germany unit supports the RE Holocaust topic by providing a broader historical context, The WWI topic and Black civil rights can both be used in discussions in RE ethics units, The industrial Revolution overview supports the Geography topic on Urbanisation).
6. Underpinning all of this are the core disciplinary skills of History - the ability to analyse, evaluate and argue - that make History a valued academic subject post-18. These skills are also, as Claire Sealy and Ruth Ashbee have argued (“A matter of fact” TES 2019 and The ResearchED guide to the curriculum), central to the teaching of History in a democracy - to understanding that history is not facts but interpretations based on sources. These core skills (the disciplinary knowledge) must be taught because they delineate the subject and are, therefore, fundamental to the study of history at GCSE and beyond, which is why point 6 in the curriculum intent is so important and why we



	aim to build many of these skills across KS3 and into KS4 - see the mapping below. By revisiting skills, we aim over time to embed certain skills by giving opportunities to overlearn and practise them (both within some schemes and across schemes/years) - a principle highlighted by the research of Rosenshine and emphasised by Tom Sherrington in his 2019 book “Rosenshine’s Principles in Action” (this has also been a focus of previous staff CPD).
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Key Stage 3

Year group:	Topics covered:					
Year 7	The year 7 curriculum is based in the Autumn and Summer terms on the NC, with the focus as stated in point 1 above of ensuring some topics are covered in depth. The spring term unit introduces a more thematic unit allowing for breadth and comparison over time (which is then picked up again in year 8)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Norman Conquest		Crime through time - Saxon, Norman and Tudor including witchcraft.		Medieval world: Medicine, Murder and Mayhem - Becket/Black death/Peasants Revolt	
Skills	See grid below					
Assessment	Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core historical/GCSE skills					
Year 8	In time we hope to introduce a trip in year 8 to complement the year 7 and 8 crime units - this will visit the Tudor Clink museum and involve a Jack the Ripper tour.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Reformation and its consequences		Aspects of Industrial Britain - key features of the Industrial Revolution, Jack the Ripper, slavery		Suffragettes and the fight for women's suffrage.	
Skills	See grid below					
Assessment	Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core historical/GCSE skills					
Year 9	The final summer term unit is meant to take the historical journey full circle - Year 7 started with the Normans and the start of the Middle Ages and by year 9 we are well into the 20 th Century. The final unit compares the start point with the modern day so that students can more starkly see the contrast between the start and end points which will have been less obvious as the journey unfolded year by year (and the impact that technology has had since the Industrial Revolution). It can also be used to compare similarities - the comparison between the Medieval response to plague and the modern reaction to coronavirus is revealing and thought-provoking.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	WWI		Nazi Germany (prior to RE doing Holocaust)		Medicine: Middle Ages and now	

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Skills	See grid below					
Assessment	Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core historical/GCSE skills					
Assessment:	How Will I be assessed at Key Stage 3?					
	See the grid below. Students are assessed at KS3 against GCSE skills (these are also core historical skills) and by the GCSE markscheme. This enables us to build these skills throughout years 7-9 and familiarise students with them. It also means we can provide challenge to students by introducing higher level skills throughout.					



Key Stage 4

Year group:	Topics covered:
Year 10	The course starts with Medicine, which is designed to give students an overview of change and continuity over time. This unit starts in the Middle Ages (building on year 9) and then traces the development of Medicine through the Renaissance and the Industrial Revolution to the modern day. Students examine what people believed caused disease and as a result how they tried to prevent and treat it. By studying topics like the Black Death, the cholera epidemics of the 1800s, the discovery of anaesthetics and antiseptics, and the development of the antibiotics and the NHS, students compare what has changed and why. A case study of the challenges faced by medics in the First world war and how medicine developed as a result rounds of this first unit. (In time it is hoped to link one or two trips to this unit – one to London to visit the Victorian sewers, the pre-anaesthetic surgery, Nightingale museum and Globe theatre (see below); the second to Ypres to support the medicine in WWI unit. The second unit in year 10 is on Elizabeth I. Students examine the problems that Elizabeth faced when she came to the throne – the potential threat from abroad, the religious division in the country and the difficulties caused by her perceived illegitimacy and the fact that she was a female ruler – and then try to judge which was her greatest problem. They then see how threats to her reign developed with the plots of Mary Queen of Scots and the Spanish Armada. The unit ends by looking at Elizabethan society – the sports Elizabethans played, how they treated the homeless and why they went exploring.
Year 11	In year 11 we start with a more modern, political topic – The Cold War. The reasons for this are analysed and then the course investigates how the Cold War developed – with events such as the Hungarian Revolution, the division of Germany and the Berlin wall and the Cuban Missile Crisis. Why The Cold war ended and Communism suddenly collapsed are the key questions that end the unit. The final topic is USA conflict at Home and Abroad. This focuses first on the struggle for Black civil rights in USA, tracing the campaign from events like the Montgomery Bus Boycott in 1950s through to the Washington March and Freedom Summer of 1960s. The different tactics of Martin Luther King and Malcolm X are compared and analysed. The focus then shifts to conflict abroad with America's involvement in Vietnam. Why America got involved and why ultimately they lost the war are the central questions.
Assessment:	How Will I be assessed at Key Stage 4? Assessment is obviously focused round the exam questions and markschemes. Each unit has formative opportunities to practise the question types for that paper. There are then summative assessments at the end of each unit within a topic (so in Medicine one at the end of the Middle Ages, Renaissance, 18th/19th Century and Modern periods as well as one after the Medicine in WWI section). Class and/or homework is used to follow these up/improve on them where needed/time allows. The assessments allow for core exam skills to be constantly revisited and overlearnt. There are also end of year 10 exams and mock exams in year 11.



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		Year 7			Year 8			Year 9			Year 10		Year 11			
The Witness	Key historical skills		Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Medicine	Elizabeth	Cold War	USA	
		4 Infer the two features (knowledge)	Castles Feudal system Hastings	Essex trial Hopkins test	Black Death – causes, avoid, cure and test - effects		Urban growth Slave ship Zong Triangle trade/ Middle passage/ plantation	Key features of trench and test – trench network	Suffrage campaigns	Nazi education	Medicine in Middle ages – GCSE taster	X	X			
		4 Infer (historical enquiry)		Matthew Hopkins trial	Becket’s death, Becket’s character Test – Henry II’s character Black death causes	Henry VIII portrait Test – Elizabeth portrait Impact of Reformation Cranmer death	Middle passage		Suffragette actions Davison’s death	Nazi posters Nazi Maths question H.Y popularity					X	
		4 Explain similarity/difference (Continuity and Change/ similarity and difference)		Treason/ Crime Test how similar Pendle and Essex							X	X				
		4 Describe how interpretations differ (interpretations of the past)				Views of Cromwell	Ripper museum Test- who was the Ripper	Views of Haig		HY popularity Women’s views of Nazis Test – control of Germany					X	
		4 Explain why interpretations differ				Views of Cromwell										X
		4 Follow up a source											X			
		8 usefulness of sources (historical enquiry/histo			Peasants revolt – death of Tyler	Gunpowder plot sources	Ripper letters test	Trench condition source	suffragette cartoons Davison’s death				X			

The Wilnecote School: Our Curriculum



The Wilnecote School
ENSURING EXCELLENCE

	ritical questions)													
	12 Explaining why (Cause and consequence)	Why William won Hastings How William controlled England		Causes of Peasants' revolt	Why Henry VIII broke with Rome		Causes WWI Why Oliver went to war Why trenches hard to attack	Why cat and Mouse Act introduced		X	X	X		X
	16 Judgement (significance/structured argument)	Who should be king, Who had strongest army		Becket who to blame	Gunpowder plot conclusion	Who was the Ripper?	General Haig – butcher of Somme	Davison's death – accident or suicide?		X	X	X		
	16 How valid is interpretation (interpretations of the past)				Cromwell – hero or villain		General Haig		HY popularity Control Nazi Germany					X
	8 Narrative account												X	
	16 Explain importance of events												X	
	8 Explain 2 consequences												X	
Key content concepts		Revolt/ Rebellion	Traitor /treason	Revolt	Reformation	Slavery	Propaganda	Suffrage	Propaganda	Change	As other medicine +	Protestant	Communism	Civil rights
		heir	Retribution etc	Plague scapegoats	Catholic Protestant Puritan Civil war	Industrial revolution Fame/ infamy Empire	Trenches Empire and colonies Arms race	Martyr	Anti-Semitism Compliance or resistance scapegoats	Continuity Progress Regress Stagnation Medieval	Renaissance Industrial revolution	Catholic Local and central govt Noble, gentry, peasant	Capitalism Democracy Nuclear arms Arms race	Communism and capitalism Prejudice Discrimination equality

The Wilnecote School: Our Curriculum



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Wider cultural capital/values		How govts control people and keep power – genuine support or forced compliance	What is fair punishment – capital? -corporal	Is violent resistance justified – does it work?	Persecution of minorities. Effects of intolerance	Morality of Ripper fame or infamy	The impact of war on people – not like online games!	Is violent resistance justified – does it work? Or peaceful protest	Persecution of minorities. Effects of intolerance		Importance of vote	Purpose of education	Advantages And disadvantages of democracy	Is violent resistance justified – does it work? Peaceful protest
			How govts control people and keep power – genuine support or forced compliance	How govts control people and keep power – genuine support or forced compliance	How govts control people and keep power – genuine support or forced compliance	Racism and exploitation	Just war – proportionality	Importance of vote	Purpose of education			How govts control people and keep power – genuine support or forced compliance	How govts control people and keep power – genuine support or forced compliance	Racism and exploitation
									How govts control people and keep power – genuine support or forced compliance					Importance of vote