

SHP principles

The curriculum design has also been strongly guided by the SHP principles that have guided the project's curriculum development through successive phases of curriculum change. SHP has been giving direction and energy to the history teaching community for over 40 years.

1 School history should be *relevant* and meaningful to young people

A determination to connect history to young people's lives was the foundation of the original Schools Council History Project. Many young people still find it difficult to articulate why they are studying history. As history educators, we need to make our subject meaningful for all children and young people by relating history to their lives in the twenty-first century. The Schools History Project strives for a history curriculum which encourages children and young people to become curious, to develop their own opinions and values based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past.

2 School history should involve *enquiry* and build *disciplinary knowledge*

Engaging in the process of historical enquiry and interrogating evidence were central to the original philosophy of the SHP. The potential for students to undertake historical enquiry, to use historical sources constructively, to engage with a range of historical interpretations and to communicate their understanding in creative and historically rigorous ways has yet to be fully realised. The SHP believes that the following features should underpin the learning of history in schools: building knowledge; pursuing historical enquiries; engaging with evidence and interpretations; communicating in rigorous and creative ways.

3 School history should build a *sense of connection between past and present*

The 'study in development' was a core aspect of SHP's original philosophy. Understanding the connection between past and present, and changes and continuities across time, are vital dimensions of historical study. The Project helps children and young people to develop a deeper knowledge of the past, a strong sense of period, and to construct robust chronological frameworks. A focus on changes and continuities in human affairs over long periods of time is central to the SHP's work.

4 School history should be broad – and reflect *diversity*

A particular hallmark of the original Schools History Project was the emphasis it placed on diversity. SHP believes that the history curriculum is often too narrowly defined, and that it should continue to offer more opportunities for children and young people to study: a range of periods in history; civilisations and cultures beyond Europe; local and family history; social and cultural history. The SHP campaigns for a history curriculum that reflects the continuing social, cultural and ethnic diversity of Britain. The SHP promotes diverse content, diverse approaches to the study of history and a focus on the diverse experiences of people in the past.

5 School history should include '*history around us*'

Generating an interest in, and knowledge of, the historic environment has been a core principle of the SHP since its inception. Engaging with 'history around us' and considering what the historic environment can tell us about people's lives and beliefs in the past are some of the most stimulating aspects of learning history. The Project believes that there should be more opportunities for children and young people to study 'history around us' and it continues to develop innovative approaches to the study of the historic environment.

6 School history should be *fun*

The SHP believes that learning history should be an enjoyable and life-enhancing experience for all children and young people, providing the foundations for lifelong thinking and engagement with history. The SHP is committed to developing approaches to teaching and learning that combine enjoyment and active engagement with historical rigour.

Overview course plans

The six-term plan

On pages 7–8, there is a six-term course plan. This course has been specifically conceived to ensure that schools on a two-year Key Stage 3 course for History can still follow a coherent, people-centred, enquiry-based approach. We have had to skate over some hallowed topics but our belief is that just because you have reduced teaching time does not mean you should sacrifice depth or variety. History is a diverse subject; we have tried to ensure that is reflected in the course.

Year 7	Term 1: Introduction and medieval people at war (20 lessons) <u>Focus:</u> to build a sense of period; to allow students to show what they know and understand at the start of KS3; to sample overview and depth studies; to introduce the big political stories of the medieval period. 1 Water and health through time (Thematic study – 6 lessons) 2.1 The Middle Ages, 1000–1450 (Big picture overview – 1 lesson) 2.2 How did the Normans conquer England? (Enquiry – 4 lessons) 2.3 Picturing medieval monarchs (Close-up on a source – 1 lesson) 2.4 How can we explain the First Crusade? (Enquiry – 3 lessons) 2.5 A Muslim map of the world (Close-up on a source – 1 lesson) 2.6 What did King Edward I achieve? (Enquiry – 3 lessons) 2.7 The Tower of London (Site study of a castle – 1 lesson)	Term 2: Medieval people at work and worship, and the beginnings of change (21 lessons) <u>Focus:</u> to deepen period understanding of the Middle Ages; to draw conclusions about the Middle Ages; to strengthen overview knowledge and understanding of change and continuity by studying one place over time; to understand how the Early Modern period is different from the Middle Ages; to understand why things are changing and with what results. 2.8 What mattered to medieval people? (Enquiry – 4 lessons) 2.9 Fountains Abbey (Site study of a monastery – 1 lesson) 2.10 What should people understand about the Black Death? (Enquiry – 3 lessons) 2.11 Medieval dangers (Close-up on a topic – 1 lesson) 2.12 Middle Ages period review (Big picture review – 1 lesson) 3 London through time (Thematic study – 6 lessons) 4.1 The Early Modern period (Big picture overview – 1 lesson) 4.2 What changed, 1450–1550? (Enquiry – 4 lessons)	Term 3: Changing world, changing Britain (19 lessons) <u>Focus:</u> to understand Tudor and Stuart England; to contrast it with the Mughal Empire and draw conclusions about the Early Modern period. 4.3 ‘The Ambassadors’, by Hans Holbein (Close-up on a source – 1 lesson) 4.4 What mattered to Henry VIII? (Enquiry – 3 lessons) 4.5 Hampton Court Palace (Site study of a palace – 1 lesson) 4.6 How far was Elizabethan England a ‘golden age’? (Enquiry – 4 lessons) 4.7 The new theatres (Close-up on a topic – 1 lesson) 4.8 How can we explain the Civil War? (Enquiry – 3 lesson) 4.9 Dyrlham Park (Site study of a stately home – 1 lesson) 4.10 Who was the greatest Mughal Emperor? (Enquiry – 3 lessons) 4.11 The East India Company (Close-up on a topic – 1 lesson) 4.12 Early Modern period review (Big picture review – 1 lesson)
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Year 8		
Term 4: The shocking history of sugar, slavery and empire (20 lessons)	Term 5: From Great Exhibition to Great War (22 lessons)	Term 6: Interpretations of the twentieth century (18 lessons)
<p>Focus: to investigate the history of sugar as a way into understanding industrial and imperial Britain.</p> <p>5 Sugar, empire and slavery through time (Thematic study – 6 lessons)</p> <p>6.1 Industry and empire, 1750–1900 (Big picture overview – 1 lesson)</p> <p>6.2 What was the impact of the Industrial Revolution on people's lives? (Enquiry – 4 lessons)</p> <p>6.3 Ancoats, Manchester (Site study of an industrial landscape – 1 lesson)</p> <p>6.4 How should we remember Peterloo? (Enquiry – 3 lessons)</p> <p>6.5 Map of the British Empire in 1886 (Close-up on a source – 1 lesson)</p> <p>6.6 How did the British colonise Australia? (Enquiry – 4 lessons)</p>	<p>Focus: to draw conclusions about the nineteenth century; to conclude the story of empire; to take a long view of migration to Britain over time; to start the study of the twentieth century.</p> <p>6.7 The Great Exhibition of 1851 (Close-up on an event – 1 lesson)</p> <p>6.8 What can paintings tell us about Victorian attitudes to family life? (Enquiry – 3 lessons)</p> <p>6.9 Birmingham Town Hall (Site study of an urban building – 1 lesson)</p> <p>6.10 What motivated the British rulers of India, 1750–1900? (Enquiry – 3 lessons)</p> <p>6.11 The Koh-i-Noor diamond (Close-up of an artefact – 1 lesson)</p> <p>6.12 1750–1900 period review (Big picture review – 1 lesson)</p> <p>7 Migration to Britain through time (Thematic study – 6 lessons)</p> <p>8.1 The modern world (Big picture overview – 1 lesson)</p> <p>8.2 What was the impact of the First World War on people's lives? (Enquiry – 4 lessons)</p> <p>8.3 Newfoundland Memorial Park (Site study of a war cemetery – 1 lesson)</p>	<p>Focus: to investigate iconic events and individuals in the twentieth century and the way they have been interpreted; to draw conclusions about the twentieth century.</p> <p>8.4 How should Winston Churchill be remembered? (Enquiry – 3 lessons)</p> <p>8.5 The Blitz spirit and war-time propaganda (Close-up on a source – 1 lesson)</p> <p>8.6 What stories lie behind photographs of the Holocaust? (Enquiry – 3 lessons)</p> <p>8.7 York Cold War observation bunker (Site study – 1 lesson)</p> <p>8.8 What helped the struggle for equal rights in Britain after 1960? (Enquiry – 3 lessons)</p> <p>8.9 Statue of Millicent Fawcett in Parliament Square (Close-up on a statue – 1 lesson)</p> <p>8.10 What caused the 9/11 attacks? (Enquiry – 4 lessons)</p> <p>8.11 The invention of the World Wide Web (Close-up on an invention – 1 lesson)</p> <p>8.12 Twentieth-century period review (Big picture review – 1 lesson)</p>