

History Curriculum III

Ambition

- Subject sentence – What is the quest of your discipline?
 - ‘The History department ensured all students developed into empathetic and active citizens, became rigorous critical thinkers and were perpetually curious about the past.’
- How does your subject address social disadvantage by equipping students with powerful knowledge?
 - At every opportunity students are inspired in History by real stories from the past, where injustice and social disadvantage is challenged. This ranges from the origins of British democracy to the struggles of underrepresented groups including women, ethnic minorities and the working class. This powerful knowledge will allow disadvantaged students to develop understanding beyond their current experience, increasing their belief in their ability and potential to succeed against the challenges of their background.
 - The knowledge and skills acquired in history lessons goes above and beyond the requirements of the national curriculum. Students are introduced to interpretations, debates and historiography that will enable them to access modern debates surrounding the discipline.
- What skills and cultural capital do students acquire in your subject?
 - We think hard about how our learning in lessons relates to current developments in politics, economics and wider society. Lessons in history are not isolated to the specification, but also give students the tools to contextualize their lived experience. This in turn increases their confidence discussing history and helps them to think critically about current affairs.
 - Students will have a developed sense of chronology, second-order concepts and complex substantive concepts within the domains of British and World History. Students will be confident grappling with and analysing historical sources and interpretations that will enable them to critically evaluate information presented to them. This will be applicable to both academic and personal lives, the latter being particularly important given the heightened social media usage of students providing them with access to information from a variety of different (and some questionable) sources. The skills developed during their history learning will equip students with the means to challenge information where necessary, rather than accepting everything presented to them as truth.
 - Additionally, students will be able to write a balanced argument, judge effectively, articulate and explain their point of view succinctly (while showing empathy and understanding towards contrasting attitudes). This will allow them to develop confidence in articulating their opinions, whilst maintaining a tolerant attitude. Students should leave the academy with developed cultural literacy, have the tools to engage with the political, economic and societal spheres, and retain an enduring curiosity about the past.
- How do you make Careers education explicit in your curriculum?
 - Careers education is made explicit in our curriculum through the inclusion of careers spotlights, linked specifically to the discipline of history. Careers spotlights are presented to students at key points within the SOW, to ensure that students are not only exposed to a variety of careers, but can make explicit links between these careers and the content they are studying.
- How does your curriculum support Civic Responsibility for the local community?
 - History topics across all stages encourage reflection on progression and change over time, encouraging students to think about how this could be applicable to their surrounding area. We encourage intellectual development within students that will provide them with the skills needed to become agents for change.
- How does your curriculum approach issues surrounding race?
 - History is one of the best placed subjects to teach issues surrounding race in detail, yet recent scholarship has exposed fundamental problems within the history curriculum that have previously denied students the chance to develop knowledge of this. A significant amount of time has been spent researching new content to ensure that our schemes approach issues surrounding race in the most thorough and appropriate ways.
 - Through the recent changes made to the year 7 and 8 curriculum, we are confident that students will be exposed to constructs of race and racism that were established during the colonial era. We are moving firmly away from a Eurocentric study of history. To challenge the perception that people of colour only existed historically in the post-colonial era, we have transformed our Empire and Slavery schemes to incorporate essential knowledge of the successes of medieval empires outside of Europe (Mughal Empire and African Kingdoms). In addition to this, we understand the responsibility we have to challenge the negative racial stereotypes that our students may well be exposed to externally, and have prioritised teaching the positive contributions of the BAME community throughout history. We are committed to reviewing every aspect of our year 7 and 8 schemes and ensuring that every opportunity to teach a diverse history has been taken.
 - Our KS4 exam units are well placed to develop our older students' understanding of issues surrounding race. Evidently, the 'Living under Nazi rule' unit introduces students to anti-Semitic racism and the horrific historical consequences of this. Teachers



within the department understand their individual responsibility to take all possible opportunities to apply this learning to modern-day life and to condemn racism in all forms. Additionally, 'the Making of America' unit builds upon the knowledge of colonialism and the slave trade, acquired during y8, and educates students on the repercussions these events had on black people within the Americas. This year, we will move away from our current unit on 'the People's Health', to be replaced with an entire unit on Migration. This will complete a missing link in terms of addressing issues of race that have permeated British society throughout history.

- What additional experiences (including expeditions) do your students access in your subject?
 - We organize expeditions that take students beyond their current experience, including an expedition to the UNESCO World Heritage monastic ruins of Fountains Abbey at KS4. We also have plans to organise an annual trip to the Slavery Museum in Liverpool for year 8 students - an important trip to develop students' knowledge of colonialism and the slave trade. We believe this is a different form of powerful historical knowledge for the students; to know how to interact with heritage sites, to contextualize their current learning and to enhance their love of the subject by seeing how history is manifested in society.
- Where does your curriculum link with the PDS curriculum?
 - Y7 C1 - Norman conquest + how powerful was William – Identity + How powerful was King John – Identity
 - Y7 C2 - Martin Luther + Reformation - Identity
 - Y8 C1 - Transatlantic slave trade (capture, middle passage, life on plantations) – Mental well-being + Gender Stereotypes
 - Y8 C2 - Industrial Revolution + factory laws – Abuse
 - Y8 C3 - World War One – Impact on women – Gender Stereotypes
 - Y9 C1 - Nazi Germany (youth groups, schools, anti-Semitism) – Peer on Peer abuse + Nazi Germany – Hitler's rise to power, election, opposition etc - Politics
 - Y9 C2 - Nazi Germany (Concentration camps + persecution) - Discrimination LGBTQ
 - Y10 C1/2 - Elizabethans - Gender stereotypes
 - Y10 C3 - Making of America – migrants, goldrush, homesteaders etc – Economic wellbeing +Immigration + Discrimination
 - Y10/11 - Migration - Economic wellbeing of Migrants over time
- How do you support personal development through House and Stretch?
 - We have worked closely with the House leader in order to contribute to the personal development of our students. We have offered significant contributions to the delivery of House presentations and competitions on 'Black History Month', which have provided students with detailed knowledge into the importance of a universally celebrated event.
 - We also ensure that wider school environment is grounded in an understanding in history. In particular, whole year groups stretch lectures are delivered to years 7 and 8 on topics not covered by their lessons or assessments. This has a broad range, from an understanding of chronology in the classical world, to developments in 20th century feminism. We believe this allows the children to find joy in their historical studies, and understand that learning knowledge is intrinsically valuable, regardless of whether it is assessed.

Rationale

- How is your curriculum designed?
 - In order to achieve a true understanding, History topics have been intelligently sequenced based on the following rationale:
 - Generally, the year 7 and 8 curriculum is ordered chronologically to develop a strong sense of the chronology and periodisation between 1066 and 1918. Necessary exceptions to this apply within the year 8 Empire unit. In order to provide students with a true understanding of the impact of the British Empire, some lessons focus on medieval empires and kingdoms. The purpose of this is to allow students to analyse the changes made between the precolonial and postcolonial eras. The year 7 and 8 curriculum has recently been improved to include, not only a thorough understanding of British History, but also to develop students' understanding of history in the wider world. These changes have been applied to ensure that students can develop their knowledge and understanding of a variety of different areas and cultures. The curriculum here will also develop understanding of the key substantive historical concepts necessary to thrive at year 9, 10 and 11.
 - The 9, 10 and 11 curriculum is ordered thematically, with each of the 5 GCSE modules on the OCR B specification being taught in isolation. However, the overlapping substantive and second-order concepts will be emphasized regularly, building on schema developed at years 7 and 8.
- What content do you cover and how is this delivered over time?
 - Y7: In C1 of year 7, we focus on the Norman Conquest, leading into a focus on the rule of medieval monarchs and the implementation of the Magna Carta. In C2, of year 7, we focus the lives of 'ordinary' people in the medieval period, including feudalism, a case study on the Black Death, the reformation (the struggle between Church and Crown) and the impact these had on the people. This provides students with knowledge that is fundamental for accessing the Elizabethans units at GCSE. Students are also introduced to Early Modern explorers, which lays the foundations for understanding the development of the British Empire (Y8). In Y7 C3, we focus on the English Civil War and the French Revolution, both of which introduce students to knowledge of civil unrest and protest.



- Y8: In C1 of year 8, we introduce students to a key question 'who benefitted as a result of the British Empire'. The key question is answered through two mini-enquires: 'Why did the Indians rebel in 1857?' and 'What caused the Haitian Revolution?' The enquiry on India begins with a focus on the Mughal Empire, before introducing the arrival of the British in India and leading into an assessment of the impact this had. The Haiti enquiry begins with a focus on the lucrative African Kingdoms, before introducing British and European arrival in Africa, the development of the transatlantic slave trade and the impact these events had. By the end of C1, students should have a thorough understanding of the nature of colonialism and the impact this has on India, Africa and Britain. In C2 of year 8, we emphasise the legacy of Empire and the slave trade within Britain. Students are introduced to the Industrial Revolution, and Titus Salt's establishment of Saltaire. Links will be made between the money acquired as a result of the British Empire and the progress made within Britain as a result of this. Following this, we explore British society and how the legacy of colonialism continued, with slavery within Britain itself continuing long after the abolition. In C3 of year 8, we study the enquiry 'who fought in WW1' which allows students to develop an understanding of the physical fight conducted by British and colonial soldiers, as well as the metaphorical fights endured by the Suffragettes and soldiers whose mental health was impacted during the war.
- Y9: Living under Nazi rule and The Elizabethans (OCR History B). Non GCSE students also study 'Living under Nazi rule' with a focus on the Holocaust.
- Y10: A continuation of The Elizabethans 'History around us' (Fountains Abbey) and 'The Making of America' (OCR History B).
- Y11: Migration 1250-present (OCR History B).
- Which content don't you cover (that others might)? Why?
 - Diversity within the Medieval and Early Modern periods. Particularly at Y7, our schemes are lacking in this. Diversifying our scheme is a work in progress but also a priority.
- How many lessons do students have per week, for each year group?
 - Y7 - 1, Y8 - 1, Y9 - 2, Y10 - 3, Y11 - 3
- Which exam board to you use? Why?
 - We study OCR History B (Schools History Project). This choice is a result of the opportunities provided to develop students' understanding of the present, through a range of significant and incredibly relevant periods and themes from the past.

Concepts

- How is your subject curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory?
 - There is an expectation for every history lesson to begin with retrieval practice. This is usually deployed in the form of a 'do now' quiz or a 'brain dump' based on key information. Retrieval practice may be based on the previous lesson or it may be interleaved knowledge, based on information learned in a previous cycle or year. In addition to this, we carefully select and repeatedly define key words (both tier 2 and tier 3 vocabulary) across all topics, to ensure students retain knowledge of these definitions.
- How do you intelligently sequence your curriculum so that new knowledge and skills build on what has been taught before?

Our curriculum is designed as a rich web of knowledge providing opportunities for students to develop continuously. At years 7 and 8, we prioritise teaching substantive historical concepts. This allows students to develop fluency and ensures they are able to apply their knowledge to different historical contexts. No one topic is studied in complete isolation to another and a plethora of links can be identified across the subject. We identify substantive concepts that we know our students will encounter throughout their time in history education, define these in the Y7 scheme and continue to build upon these across the key stages. For example, in Y7, students are introduced to the concept of 'hierarchy' through the Feudal System. This is then applicable to the racial hierarchy studied during the Haitian Revolution in Y8 and in the Nazis unit in y9. These concepts are encountered multiple times throughout a curriculum, with each encounter adding another layer of meaning.
- How do you use spaced practice / retrieval practice?
 - Quizzing is embedded in History. Students from all year groups are quizzed during morning meeting at least once a week using a central bank of History questions, as well as tier 2 vocabulary that links to the domain. These questions have been made more specific and adapted heavily. They have become more focused on the specific knowledge needed for the GCSE exams.
 - (see first bullet point in this list also).
- How does your subject use homework to support learning?
 - Across all year groups, our belief is that homework should be:
 - Interleaved-revision of powerful knowledge that has been modelled and taught in lessons, morning meetings and intervention sessions.
 - Used in retrieval practice. Knowledge from homework is retrieved in low-stakes quizzing which take place both through Morning Meeting and Do Now activities in lessons. These activities are sequenced to interrupt forgetting, and strengthening the students' ability to take knowledge from their working memory into their long term memory.



- Allow opportunities to practice extended writing. Each cycle at years 9, 10 and 11 student will complete extended history homework, practicing their skills in summarisation, explanation, analysis and judgement.
- How is reading and mathematical fluency prioritised in your subject?
 - Every single lesson provides opportunity for 'reading reconsidered', with all members of staff holding high expectations for students' contributions to this. Reading historical knowledge aloud not only serves the purpose of ensuring that knowledge is retained, but also serves to improve student's vocabulary. We ensure the inclusion of high level vocabulary within lessons, with time being taken to define and explain key words.
 - Exploring chronology provides opportunities to encourage mathematical fluency.

Implementation

- Subject leadership – What are the roles and responsibilities for staff in your department?
 - FST (HOD) - Creating LTPs and SOW and ensuring these are up to date with the most recent research into pedagogy. Creating resources to be used within school and in the event of home learning. Creating resources to be used school-wide (brain dumps and quizzing for MM). Planning intervention for Y11. Contributions to Cross-Cutting teams meetings.
 - THA (SLT) - Planning/adapting lessons for individual history classes. Planning revision lectures for Y11. Also based within the maths department. SLT role - teaching and learning etc.
 - RVE (SLT) - Planning/adapting lessons for individual history classes. Planning revision lectures for Y11. Also based within a variety of other departments. SLT role - Careers, PDS etc.
 - KAI (TF)
- Subject knowledge – What are the staff specialisms? What has been the impact of staff training?
 - The History department is staffed by four subject specialists (1 Teach First participant), who teach across all year groups.
- Equitable delivery – How do you support disadvantaged students and students with SEND?
 - Disadvantaged students are always a priority for staff and disadvantaged students who are not making enough progress are identified on intervention and prevention documents. These documents inform daily planning and tailored interventions. All expeditions in History expand the cultural capital of students and social disadvantage has no impact on the range of experiences they gain from the History department.
 - SEND students learn the full History curriculum and are not disadvantaged by a lack of access to the powerful knowledge we impart. We do not change the stories we teach for SEND students or the groups they occupy. We ensure SEND access to the curriculum is unimpaired - we deconstruct the complex substantive historical concepts to their component parts, before applying and building on this knowledge in discourse.
 - All members of the department understand the necessity of ensuring that all content is accessible for all students. Staff are knowledgeable in the strengths and weaknesses of all students and lessons and lesson resources are tailored for individual classes.
- Planning the progression model – How does a certain topic (e.g. algebra / language analysis) progress across the key stage(s)?
 - Progression in analysing sources/ interpretations in history:
 - Y7 - Encourage students to extract knowledge about history from images and text.
 - Y8 - Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.
 - Y9 - Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period - cartoons, diary entries etc. Begin to evaluate the usefulness of different sources/ interpretations.
 - Y10 - Offer some reasons for different versions of events. Compare and contrast sources/ interpretations and identify links between them. Establish how useful sources/interpretations are when used together.
 - Y11 - Use sources/interpretations to build enquires. Establish what sources/interpretations can tell us, but also what they cannot tell us and why the missing information is important to explore.
- Breadth and depth – How do your LTPs / SoW demonstrate extent of knowledge and skills coverage and depth?
 - The curriculum at years 7 and 8 is designed to give students a wide range of historical knowledge across a variety of periods, as well as develop key historical skills of explanation, analysis and argument. This includes developing a sense of chronology, second-order concepts and complex substantive concepts within the domains of British and World History. The assessments used at 9, 10 and 11 reflect OCR SHP History B specification but also attempt to deepen historical understanding for students. The aim is to promote scholarship and create learners who understand the subject domain in detail. The current curriculum prepares students rigorously for the GCSE examinations at the end of year 11, with a heavy focus on exam rubric, substantive knowledge retention and interpretation of sources. There is extensive intervention at year 11, including break-out teaching groups, prep, lectures and extra revision sessions. The intervention for each group is tailored to the specific needs of these students.
- Assessment – How do teachers assess across the unit / term / cycle / year / key stage?



- Formative assessment is incorporated within every history lesson. We use on-going informal assessment based on observation, discussion, questioning and written work. This provides us with the means to continuously adjust our teaching to benefit student progress. We use questioning both to assess and to advance children's learning. At KS4 in particular, exam style questions are a common aspect of each lesson. We continuously provide feedback and use DIRT to encourage students to improve on these.
- Summative assessment is applied on a cyclical basis. At years 7 and 8, students we will conduct a summative assessment twice a year, one of which will be based on a trust-wide common assessment.
- At years 9, 10 and 11 students will be formally assessed twice a year, in line with the rest of the school. In addition to this, regular class-based assessments will take place to allow us to gain an accurate measure of the progress being made as students are exposed to the different styles of exam question within each GCSE unit. The assessments used at year 9, 10 and 11 reflect OCR SHP History B specification but also attempt to deepen historical understanding for students.
- Covid - Based on identified gaps in skills and knowledge, how have you adapted the curriculum due to the pandemic?
 - We recognise that our year 7 cohort are likely to have significant gaps in literacy and vocabulary. As a result of this, we have dedicated curriculum time to explicitly teaching the definitions of key terminology and continue to quiz students on these key terms as part of our weekly lesson routine. In addition to this, scaffolding is provided for writing sentences and paragraph structures to support students in developing these skills.
 - The end of year assessment for year 8 highlighted that students' gaps are more apparent in historical skills than in knowledge. Particular gaps were evident in students' ability to analyse sources and to develop their explanations of cause and consequence. As a result of this, lesson activities have been adapted to ensure that a significant amount of lesson time can be dedicated to re-teaching these skills. Students will also be quizzed regularly on how to master each of these skills. Regular links to Y7 content will be made throughout the Y8 scheme of work.
 - At Y9, skills are our priority. Explicit teaching of exam technique takes place in most lessons, as we are aware that we were less able to assess skills last year. As they progress through the GCSE content, students continue to be quizzed on the substantive concepts they were taught in year 8.
 - At year 10, we recognise that some of the content taught during the pandemic was not accessed/ understood properly, particularly by our group 2 students. As a result of this, specific aspects of the SOW were re-taught to allow these students to reach the same point as group one. Do now quizzing includes interleaved knowledge from the previous year. We have also accepted that our LTP has been delayed and, rather than moving on to our second GCSE module, have dedicated more time to the first.
 - At year 11, we recognise that the 'People's Health' unit was disproportionately impacted last year and have prioritised re-teaching and assessing this content. Our plan to cover all gaps across GCSE units at Y11 is:
 - The People's Health 1250 - present: Booklets have been designed to support with knowledge retention and exam technique. The booklet includes questions on key details across the unit and students are quizzed on this at the start of every lesson. Every 6th lesson begins with an exam question to assess the knowledge covered in the previous 5 quizzes. These exam questions are marked and students complete DIRT the following week.
 - Living under Nazi rule: Weekly lectures take place to reteach the content required.
 - The Elizabethans: Currently being taught, with prep and after school revision sessions expanding on detail where required for specific students.
 - We are awaiting confirmation from Ofqual as to whether exam content will be reduced again this year. We have factored all eventualities into our LTP.
- Covid - How have you integrated remote learning plans with your school curriculum?
 - Years 7 and 8 and 9 will be sent adapted PowerPoints in the event of absence. Students are also asked to complete 100% work on the topics missed.

Years 10 and 11 have been provided with an OCR revision guide which covers the content needed. In the event of absence, students are asked to complete notes and exam questions that correspond with the content missed. Lesson PowerPoints are also sent to support with this.

Powerful knowledge: It is the substantive content, agreed by the subject specialist as being the best knowledge in the discipline that opens up opportunities for the student. It will not be picked up by students from their everyday life.

Cultural Capital: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

