



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

HISTORY CURRICULUM

HISTORY CURRICULUM PHILOSOPHY

Our curriculum is designed to foster the academy's core Christian values—dignity, hope, community, wisdom, humility, and kindness—in everything our pupils achieve. At its heart, the curriculum celebrates the inherent worth of every individual by exploring rich, diverse examples of the human experience throughout history. By reflecting upon the values of wisdom and humility, pupils are challenged to broaden their horizons, interrogate their own beliefs, and develop a deeper understanding of the complexities of human societies, cultures, and thought.

To inspire genuine hope, we study transformative historical figures, such as Eleanor of Aquitaine, alongside pivotal events that challenge preconceptions and broaden perspectives, such as the rise of African kingdoms in the 17th and 18th centuries. This exploration is driven by thought-provoking 'key questions' that engage pupils and encourage them to articulate their insights through extended writing pieces.

Alongside written fluency, we place a strong emphasis on developing oracy skills. By empowering pupils to speak with clarity and conviction through daily, structured opportunities such as 'turn and talk' activities, we cultivate personal growth, self-awareness, and lasting self-confidence.

To challenge our pupils to truly think like historians, our department is anchored by five core principles:

- **Devotion to tackling historical dispositions.**
- **Modelling aloud the cognitive processes of a historian.**
- **Faithfulness to rigorous enquiry questions.**
- **Cultivating a nuanced 'sense of period'.**
- **Driving progress through a concept-driven curriculum.**

Through these principles, we employ models of progression that empower pupils to grasp the 'big ideas' and forces that shape human history. Ultimately, we measure pupil development by their ability to confidently articulate the curriculum—evaluating how fluidly they apply both substantive concepts (such as the feudal system, the Renaissance, and revolution) and disciplinary concepts (such as cause and consequence) in their spoken and written reflections.

We seek to foster a lifelong love of learning and cultivate autonomy in our pupils' analytical skills and judgements. We guide them toward greater clarity of thought and expression, nurturing a resilient work ethic and celebrating their successes. We ensure pupils recognise that the values, knowledge, and skills honed in history do not just build academic confidence—they build personal resilience. In doing so, we prepare our pupils to become beacons of light within their communities: academically successful, caring family members, active citizens, future leaders, and supportive colleagues.

Topics have been intelligently sequenced based on the following rationale:

To foster an increasingly sophisticated understanding of the past, our history topics are deliberately sequenced around five core 'building blocks':

Chronology: Developing an understanding of how distinct eras are structured and categorised by historians.

Enquiry-Led Learning: Organising units around rigorous Enquiry Questions, informed by the work of Michael Riley (Historical Association).

Conceptual Depth: Anchoring lessons in both substantive and disciplinary concepts, informed by the research of Christine Counsell (University of Cambridge). Substantive concepts grant pupils deep insight into the defining ideas of a specific era, while disciplinary concepts empower them to analyse the overarching forces that shape history.

Evidence & Interpretation: Utilising diverse historical sources and interpretive materials to evaluate how historical events were experienced at the time, and how they are viewed today.

Targeted Assessment: Employing clear assessment criteria that empower pupils to achieve ever-greater clarity of thought and written expression.

Our architectural approach to sequencing ensures both horizontal and vertical progression:

Horizontal Progression (Across the Academic Year): Aligned with National Curriculum guidance, our curriculum tracks the evolving relationship between State, Church, and Society. For instance, in Year 8, pupils explore the transformative political and religious ideas of 17th-century England, subsequently tracing how these concepts migrated to shape the ideals of British colonists in North America.

Vertical Progression (Across the Key Stage): Structural themes—such as social, political, and economic dynamics—are introduced in Year 7 and systematically revisited throughout Key Stage 3.

The cumulative impact of this design is that pupils construct robust historical schema, ordering their thoughts in a disciplined, academic manner. Finally, our curriculum is an evolutionary framework. We systematically review and refine our content to remain highly responsive to our pupils' needs, proactively engaging with the latest developments in cognitive science, pedagogy, and curriculum design.

The history curriculum will address social disadvantage by addressing gaps in pupils' knowledge, skills and cultural literacy:

Enriching Cultural Capital: We cultivate a deep appreciation for the diversity of the human experience, fostering respect for different cultures, identities, and perspectives. Pupils explore the profound impact of ethnic minority groups on 20th-century Britain, the rich cultures of pre-colonial West Africa, the changing experiences of women across time, and the poignant struggles of Europe's Jewish communities during the Second World War. This global perspective is balanced with a celebration of local heritage, grounding historical transformations in the context of Lancashire and Blackpool during the Industrial Revolution.

Disciplinary Literacy: Literacy is the cornerstone of our academic approach. We explicitly teach and embed sophisticated Tier 2 and Tier 3 vocabulary, empowering pupils to articulate complex ideas with confidence and ambition. Drawing on rigorous educational research—specifically Hochman and Wexler's *The Writing Revolution*—pupils regularly deconstruct challenging prompts to plan and compose sustained, analytical essays. Through this framework, pupils learn to select robust evidence, construct clear descriptions, build logical explanations, and formulate sophisticated historical judgements.

We fully believe history can contribute to the personal development of pupils at St George's:

Informed Perspectives & Tolerance: We cultivate an environment where pupils are celebrated for voicing informed opinions and making substantiated judgements. By analysing diverse historical sources and conflicting interpretations, pupils discover that perspective heavily shapes how the past is constructed. This understanding nurtures empathy for individuals from varied backgrounds, builds emotional intelligence, and encourages open-mindedness, directly supporting our students' long-term character development.

The rigorous study of historical evidence explicitly links to high-level critical thinking and decision-making. By cross-examining primary sources, identifying bias, evaluating political propaganda, and separating historical myth from fact, pupils are trained to look past surface claims. They learn to weigh conflicting evidence objectively and make balanced, independent judgements when addressing complex modern dilemmas.

Fostering Aspiration & Enrichment: We champion paths into higher education and encourage our pupils to be fiercely aspirational about their futures. This curiosity is extended beyond the standard curriculum through our dynamic Electives programme, where pupils can further explore specialised fields such as political history, debating, and 'Weird and Wonderful History'. This deep exploration of diverse historical societies, justice, and past human struggles naturally links to our core Christian values, fostering a deep respect for equity, tolerance, and human dignity, while preparing pupils to become compassionate, value-driven citizens in modern Britain.

Through all key stages, our belief is that exam preparation, practice and home learning revision should be interleaved with revisited powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of tasks, from low-stakes quizzing to extended writing practice.

Across Key Stages 3 and 4, our homework strategy relies on interleaved practice, ensuring that the revision of powerful knowledge is explicitly modeled and taught during lesson time. This knowledge is consistently recalled and applied through regular low-stakes quizzing and deliberate practice:

Evidence-Informed Practice: Grounded in cognitive science—specifically the principles of Barak Rosenshine and Dylan Wiliam—our lessons systematically begin with a brief retrieval review of prior learning. This routine strengthens memory retention, deepens subject knowledge, and builds pupil self-confidence.

Key Stage 3 Standard: Pupils participate in weekly retrieval quizzes embedded within our academy-wide homework framework. To extend learning beyond the classroom, we set creative 'application' tasks, inspiring pupils to engage with curated historical reading lists and academic essay competitions. This explicitly prepares Key Stage 3 pupils to use substantive and disciplinary concepts as fundamental building blocks for articulating complex historical arguments.

Key Stage 4 Mastery: Homework at Key Stage 4 is responsive and mapped to a pupil's current stage of expertise. Initially, tasks focus on securing accurate knowledge recall. As pupils progress, homework transitions to planning and structuring analytical essays prepared in class. Ultimately, as proficiency grows, pupils independently deconstruct complex prompts, planning and executing high-level responses without relying on teacher models.

Our curriculum fosters a deep fascination with history by exploring a rich variety of cultural domains. While we intentionally teach beyond the constraints of the standard specification to broaden intellectual curiosity, we strictly ensure that all pupils are comprehensively prepared for academic excellence and success in their GCSE examinations.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

Skills for the Workplace: The analytical and communicative skills honed in history are directly transferable to future professional success. We explicitly develop high-level capabilities in planning, organisation, and the construction of convincing arguments. These competencies map directly to core employability skills, establishing the necessary standards for modern, collaborative fields that demand complex problem-solving, legal analysis, workflow management, strategic communication, and high-level teamwork.

Dedicated Careers and Guidance portals on our Academy website support this by granting pupils access to vital industry data, including the Longitudinal Education Outcomes (LEO) dataset. These provisions actively guide pupils towards specific education routes and courses. Our curriculum provides the foundations needed to transition to A-Level History, Politics, and Classical Civilisation easily, building on the passion we ignite through our high level teaching. Ready for higher education, it provides the core academic foundations for BA (Hons) degrees in History, Law, International Relations, Archaeology, and Philosophy, alongside competitive higher-level apprenticeships.

The comprehensive skills gained in history serve as a gateway to a broad range of future careers across highly competitive professional sectors. Because historians excel at handling complex data and synthesising information, they are highly sought after for careers in law (as solicitors or barristers), the civil service, political advising, corporate public relations, journalism, and management consultancy, alongside specialised heritage careers in gallery curation, archiving, and education.

A love of history involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure pupils are well prepared to be successful in GCSE examinations:

By investigating diverse human experiences—ranging from the rich cultures of pre-colonial West Africa to local industrial heritage in Lancashire and Blackpool—our curriculum inspires fascination with the past. However, this enrichment is carefully balanced with academic rigour; while teaching goes beyond basic requirements to cultivate independent, analytical thinkers, the curriculum strictly ensures that all pupils are comprehensively prepared for academic excellence and success in their GCSE examinations. This is delivered through interleaved practice, low-stakes quizzing and structured essay planning. Pupils are able to master the essential substantive and disciplinary concepts required to confidently navigate and excel in their final assessments.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Year 7	Term 1.1	<u>Before 1066 (Early Medieval)</u> Overarching Enquiry Question: How similar were Anglo-Saxon England and the Abbasid Islamic Empire? Substantive Concepts: The state. The Church. Society. Disciplinary Concepts: Similarity & difference. Demonstrating Understanding: Comparing Anglo-Saxon England & the Islamic civilisations before 1066, challenging generalisations and making links.
	Term 1.2	<u>The Impact of the Norman Conquest (High Medieval)</u> Overarching Enquiry question: Did the Norman conquest 'bring a truck load of trouble' to England after 1066? Substantive Concepts: The state. The Church. Society. Conflict. Disciplinary Concepts: Cause & consequence. Demonstrating Understanding: Judge how far the Norman conquest benefited England.
	Term 2.1	<u>Medieval England: Church, Monarch & Society (High Medieval)</u> Overarching Enquiry question: How far did the lives of the English people change during the Medieval period? Substantive Concepts: The state. The Church. Society. Disciplinary Concepts: Change and continuity. Demonstrating Understanding: Judge how far the lives of the English people changed during this period, challenging generalisations and making links.
	Term 2.2	<u>Eleanor of Aquitaine: The Struggle for Control (High Medieval)</u> Overarching Enquiry question: What can the life of Eleanor of Aquitaine reveal about who held power in the Middle Ages? Substantive Concepts: The state. The Church. Society. Disciplinary Concepts: Significance. Demonstrating Understanding: Examine what the life of Eleanor of Aquitaine reveals about who held power in the Middle Ages.
	Term 3	<u>The Reformation in England: The Challenge of Change (Early Modern)</u> Overarching Enquiry question: How were the lives of the English people affected by the Tudors' religious reforms? Substantive Concepts: The state. The Church. Society. Disciplinary Concepts: Change & continuity. Demonstrating Understanding: Judge what really changed religiously during the Reformation. Judge how far religion changed during the Reformation.

Year 8	Term 1.1	<u>The Wars of the Three Kingdoms (Early Modern)</u> Overarching Enquiry question: Why did the Three Kingdoms fight wars in the time of Charles I? Substantive Concepts: The state. Religion/ideas. Society. Disciplinary Concepts: Causation. Demonstrating Understanding: Explain the political, economic and religious reasons for the wars of the Three Kingdoms.
	Term 1.2	<u>Revolutions: Making Comparisons (Late Modern)</u> Overarching Enquiry question: How similar were the American and French Revolutions of the 18th century? Substantive Concepts: The state. Ideas. Society. Disciplinary Concepts: Similarity & difference. Demonstrating Understanding: Comparing the French & American revolutions.
	Term 2.1	<u>African Empires & Britain: Making Comparisons (Early-Late Modern)</u> Overarching Enquiry question: How similar were the West African kingdoms of Benin and Dahomey in the 17th and 18th centuries? Substantive Concepts: The state. Religion. Ideologies. Society. Economy. Disciplinary Concepts: Similarity & difference. Demonstrating Understanding: Compare the social, economic and political characteristics of Benin and Dahomey in this period.
	Term 2.2	<u>From Enslavement to Civil Rights (Early-Late Modern)</u> Enquiry question: How have British black and African-American communities been shaped by the places they live? Substantive Concepts: The state. Religion. Ideologies. Society. Economy. Disciplinary Concepts: Significance. Sources & interpretations. Demonstrating Understanding: Evaluate what sources & interpretations reveal about experiences of the black British and African-American communities.
	Term 3	<u>How far did the Industrial Revolution improve the lives of the people of Britain? A case study of Lancashire (Late Modern)</u> Overarching Enquiry question: How far did the Industrial Revolution improve the lives of the people of Britain? (including Lancashire) Substantive Concepts: The state. Economy. Ideas. Society. Disciplinary Concepts: Change and consequence. Demonstrating Understanding: Explain the consequences of the Industrial Revolution nationally and locally.

Year 9	Term 1.1	<u>Universal Suffrage: Britain & the United States (Late Modern and Contemporary)</u> Overarching Enquiry question: How similar were the campaigns for women's suffrage in Britain and civil rights in America? Substantive Concepts: The state. Religion. Ideas. Society. Disciplinary Concepts: Similarity & difference. Demonstrating Understanding: Compare what suffrage meant to the people of Britain and the United States.
	Term 1.2	<u>Indian Independence & the End of Empire: A Changing World (Contemporary)</u> Overarching Enquiry question: How far did Britain and India change each other between 1784-1947? Substantive Concepts: The state. Religion. Ideas. Society. Disciplinary Concepts: Change. Consequence. Demonstrating Understanding: Explain the changes that India underwent 1800-1947 and the consequences of independence for the Indian people.
	Term 2.1	<u>The Origins of the First World War (Late Modern)</u> Overarching Enquiry questions: Why was there a First World War? Substantive Concepts: The state. Ideas. Society. Disciplinary Concepts: Causation. Demonstrating Understanding: Explain the long and short term causes of the First World War.
	Term 2.2	<u>The Russian Revolutions (Late Modern)</u> Overarching Enquiry question: What did revolution mean to the people of Russia? Substantive Concepts: The state. Ideologies. Society. Disciplinary Concepts: Similarity & difference. Change and continuity. Demonstrating Understanding: Explain why there were different attitudes in Russia towards the future.
	Term 3.1	<u>How far did the lives of the German people change from 1918-1939? (Late modern)</u> Overarching Enquiry question: How far did the lives of the German people change from 1918-1939? Substantive Concepts: The state. Ideas. Society. Disciplinary Concepts: Change and consequence. Demonstrating Understanding: Measure the rate and depth of change in Germany from 1918-1939. Explain the consequence of these changes for the German people.
	Term 3.2	<u>The Holocaust (Contemporary)</u> Overarching Enquiry question: How could the Holocaust have happened? Substantive Concepts: The state. Religion. Ideologies. Society. Disciplinary Concepts: Cause & consequence. Demonstrating Understanding: Explain the causes and consequences of anti-Semitism Nazi Germany..

Year 10	Term 1.1	<u>Conflict and Tension (1918-1939)</u> Enquiry questions: Why did the peacemakers disagree in 1919? Assessment Objectives: Judgement and cause and consequence (account). Demonstrating Understanding: Identification, describing and explaining cause and consequence. Source inference and judgements based upon utility of content and provenance. Enquiry questions: Why did the League of Nations face challenges in the 1920s and 1930s? Assessment Objectives: Judgement and cause and consequence (account). Demonstrating Understanding: Identification, describing and explaining cause and consequence. Source inference and judgements based upon utility of content and provenance.
	Term 1.2	<u>Conflict and Tension (1918-1939)</u> Enquiry questions: Why did war break out in 1939? Assessment Objectives: Judgement and cause and consequence (account). Demonstrating Understanding: Identification, describing and explaining cause and consequence. Source inference and judgements based upon utility of content and provenance.
	Term 2.1	<u>Britain: Health & the People. Part One: Medicine Stands Still (Early-Late Medieval)</u> Enquiry questions: How far did medicine change in the Medieval period? Assessment Objectives: Judgement and similarity/difference. Demonstrating Understanding: Identification, describing and explaining change and continuity. Utility of content and provenance
	Term 2.2	<u>Britain: Health and the People. Part Two: The Beginnings of Change (Early Modern)</u> Enquiry question(s): How far did medicine begin to change in the Renaissance? How far was the 19th century a revolution in medicine? How far did medicine progress in the 20th and 21st centuries? Assessment Objectives: Judgement and similarity/difference. Demonstrating Understanding: Identification, describing and explaining change and continuity. Utility of content and provenance.
	Term 3.1	<u>Britain: Health & the People. Part Three: A Revolution in Medicine (Late Modern) & Part Four: Modern Medicine (Contemporary)</u> Enquiry question(s): How far was the 19th century a revolution in medicine? How far did medicine progress in the 20th and 21st centuries? Assessment Objectives: Judgement and similarity/difference. Demonstrating Understanding: Identification, describing and explaining change and continuity. Utility of content and provenance.
	Term 3.2	<u>America: Opportunity and Inequality (1920-1973)</u> Enquiry question(s): How did the changes experienced in the 20th century impact on the United States? Assessment Objectives: Judgement and describing & explaining the consequences of events. Demonstrating Understanding: Identification, describing and explaining consequences. Comparing how historical interpretations differ, why they differ & how convincing different interpretations are.

