

# History



## Our Curriculum Philosophy

Our curriculum intent is to foster the academy's Christian values of **dignity, hope, community, wisdom, humility, and kindness** in all that our pupils do. Our curriculum is centred on recognising the **inherent value** of each individual through exploring fascinating examples of the **diversity** of the **human experience** throughout history.

To **instil hope** in our pupils, we explore **inspirational individuals and historical events** that **challenge pupil perspectives** and **address possible misconceptions**. Additionally, our curriculum addresses **thought-provoking** 'key questions' that challenge our pupils to provide extended written responses. Coupled with a focus on developing oratory skills within lessons we promote personal **growth, increasing self-awareness and the self-confidence** of our pupils. We judge the progression of our pupils through their ability to articulate the curriculum. For example, their use of substantive and disciplinary concepts in spoken and written reflections.

Moreover, pupils reflect upon the values of **wisdom** and **humility** to further **broaden** their **perspectives**, and challenge their own beliefs. Furthermore, we aim to develop **critical thinking skills** and deepen pupils' understanding of the **complexities** of **human societies, cultures, and thought**.

Using the National Curriculum as a guide, our curriculum encourages our pupils to be **curious** about the **past**. Our curriculum illuminates the history, **not only of the British Isles**, but it also examines and compares **European and non-European cultures** throughout history. This encourages our pupils to develop **powerful knowledge** and **Tier 2 and 3 vocabulary**, thus enriching their **cultural capital**. It is our intention that our pupils are **not constrained by any socio-economic barriers**.

We challenge our pupils to think as **historians**. Therefore, we have developed five departmental 'principles'. These are, (i) to be devoted to **tackling historical dispositions**, (ii) to **model aloud** what it is to think like a historian, (iii) to be faithful to **enquiry questions**, (iv) to support pupils to develop a **'sense of period'** and (v) to utilise a **'concept driven'** curriculum. Therefore we employ **models of progression** to empower pupils to develop an **ever-improving appreciation** of the **'big ideas'** of history and of the forces that shape history. Our pupils develop an appreciation of **substantive concepts** (e.g. feudal system, Renaissance and revolution) and **disciplinary concepts** (e.g. cause and consequence) so that they might produce increasingly sophisticated responses.

We promote our pupils' love of learning and an increasing level of **independence** in their use of **analytical skills** and in **reaching judgements**. We lead our pupils to develop **increasing clarity**

**of thought** and **expression**. Moreover, we promote and nurture a strong **work-ethic** and we **celebrate success**. We teach our pupils to recognise that the **values, powerful knowledge** and **analytical skills** that they develop in history will support the growth of their **self-confidence** and **personal resilience**. These values will be important in helping our pupils to become beacons of light in their communities, to **succeed academically**, to be caring **family members, citizens, future leaders** and supportive work **colleagues**.

**In order to achieve an increasingly sophisticated understanding of history, topics have been sequenced based on the following rationale:**

To maximise the impact of our curriculum the following elements have been selected as **‘building blocks’**.

- **Chronology** – how time periods are organised by historians.
- Organising the curriculum around **Enquiry Questions** (informed by the ideas of Michael Riley of the Historical Association).
- **Substantive and disciplinary concepts**. (informed by the ideas of Christine Counsell of the University of Cambridge). **Substantive concepts** provide insight for our pupils into the key ideas and developments valued in a particular time period. **Disciplinary concepts** allow our pupils to appreciate the forces that shape history.
- **Historical source and interpretative material** to develop an understanding of how people currently view, have viewed and have been affected by historical events.
- **Assessment criteria** to empower our pupils gain every improving **clarity of thought** and **self-expression**.

The rationale for our sequencing of the curriculum is to develop **‘horizontal’ progression**, meaning progression across an academic year. This is informed by the **National Curriculum’s** guidance to focus on state, Church and society. For example, in Year 8 pupils appreciate the impact of new political and religious ideas of 17th century England and later examine how those ideas influenced the ideas of the British colonists in North America. There is also **‘vertical’ progression**, meaning progression across a key stage. For example, in Year 7 pupils are able to appreciate history by looking at its social, political and economic aspects. This theme continues throughout Key Stage 3. The impact is that our pupils are able to create historical schema based on a disciplined way of ordering their thoughts. Our curriculum is **systematically reviewed** and **revised** to ensure that we are able to respond to the **specific needs** and **requirements** of our pupils. We are **proactive** in keeping abreast of **recent developments** in **pedagogy** and **curriculum design** to inform necessary changes to our history curriculum. Curriculum design is therefore evolutionary.

## **The history curriculum addresses social disadvantage by addressing gaps in pupils' knowledge and skills:**

- We **enrich the cultural capital** of our pupils by showing a **wide range** of historical events and **diverse ideas**. We promote **respect for 'otherness' and the appreciation of difference**. For example, we examine the **impact** of **ethnic minority groups** on **20<sup>th</sup> century Britain**; the **cultures of West Africa** in the **pre-colonial** period, the **experiences of women** across time and the struggle faced by **Europe's Jewish communities in World War Two**. Moreover, we celebrate the context of **local history** and **identity**. For example, Lancashire and Blackpool during the Industrial Revolution.
- The development of **literacy** is central to our approach. We develop our pupils' ability to **express themselves clearly**, using an increasing level of sophisticated **Tier 2** and **Tier 3 vocabulary**, so that they might grow in **self-confidence** and **aspiration**. For example, by the frequent **deconstruction** of questions. Furthermore, pupils frequently **plan and write** extended answers in which they articulate their understanding of key enquiry questions.. Our subject specific approach to developing **literacy** is informed by **educational research**. For example, Hochman & Wexler's, The Writing Revolution. Pupils develop **planning, writing** and **oracy** capability through **constructing their thoughts** based on identifying **relevant ideas** or **reasons**, providing **descriptions**, developing **explanations** and creating **sustained judgements**.

## **History contributes to the personal development of pupils at St George's:**

- Our aim is to provide an environment in which our pupils are praised for expressing informed opinions and for making **substantiated judgements**, and in which they learn to **demonstrate tolerance** for difference. Our approach focuses on learning to **deconstruct questions** and **plan answers**, an appreciation of being concise to **express ideas with clarity** – skills that are essential for **self-confidence** and **literary competence**.
- Through the **examination of historical sources** and **interpretations** our intention is that pupils are able to understand that **perspective** is an important factor in how the past is viewed. Pupils are thus able to understand how ideas are **shaped** and **expressed** by others. This presents opportunities to develop **empathy** with those from **different backgrounds**. It is our intention to promote opportunities for **open thinking**.
- History provides pupils with skills that our experience has shown are essential for the workplace. For example, planning and organisation are promoted in History. As are the skills of **presenting a convincing argument**, which is essential for those entering professions that require problem solving, considering the ideas of colleagues, organising workflow, categorising, sales, teamwork, the legal profession and interaction with others.

- We promote a **fascination** with history and a love of learning and encourage our pupils to work hard towards their goals. Through our academy's values we promote moving into **higher education** and encourage our pupils to be **aspirational**.
- We encourage pupils to pursue their fascination with History through our **Electives programme**. Related subject areas are **politics** and '**Weird and Wonderful History**'.

**At KS3 and KS4, our belief is that homework should be interleaved and that revision of powerful knowledge is modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice**

- Our approach to homework is informed by **cognitive science**. (e.g. the ideas of Barak Rosenshine and Dylan William). Lessons begin with a **short review** of previous learning which helps develop pupil **self-confidence**, enriches **subject knowledge** and provides an opportunity to embed **powerful knowledge** through **knowledge recall**.
- At Key Stage 3, pupils are **quizzed weekly** as part of an academy-wide **homework programme**.
- We encourage 'application' tasks to Key Stage 3 pupils to expand their pursuit of learning in history outside the classroom. We encourage our pupils to pursue their **reading** of history through a **reading list** and through **essay competitions**.
- At Key Stage 4 homework is dependent upon the stage of mastery pupils are at. Initially homework is based around testing pupils' abilities to **recall knowledge**. Thereafter, pupils are required to **plan** and **write answers** to **essay style questions** which they have **prepared for in class**. As proficiency improves pupils **deconstruct questions** and **plan** and **execute answers** without teacher developed models.

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

- **Careers and Guidance pages** are available on the Academy's website which include a **Longitudinal Education Outcomes (LEO) dataset**.
- History provides pupils with skills that our experience has shown are essential for the workplace. For example, **planning** and **organisation** are promoted in History. As are the skills of **presenting a convincing argument**, which is essential for those entering professions that require **problem solving**, considering the ideas of colleagues, **organising workflow**, **categorising ideas**, sales, **teamwork**, the legal profession and **interaction with others**.

**A fascination with 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:**

- We wish to engender a fascination with history in order to continue to positively impact the **academic achievement** of every pupil. Moreover, we promote a greater consideration of the element of perspective through an emphasis on **using historical sources** and **interpretations**.
- Our Key Stage 3 curriculum prepares pupils for being able to understand how to articulate their understanding of historical developments. This understanding is expressed using substantive concepts as building blocks for articulating ideas. Moreover, pupils articulate their understanding using disciplinary concepts. They employ powerful knowledge to give
- We provide greater opportunities for our pupils to engage with historical ideas through our **Debating** and **Politics electives**.

## 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.

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

Year 8	Term 1.1	<p><b><u>The Wars of the Three Kingdoms (Early Modern)</u></b></p> <p><b>Overarching Enquiry question:</b> Why did the Three Kingdoms fight wars in the time of Charles I?</p> <p><b>Substantive Concepts:</b> The state. Religion/ideas. Society.</p> <p><b>Disciplinary Concepts:</b> Causation.</p> <p><b>Demonstrating Understanding:</b> Explain the political, economic and religious reasons for the wars of the Three Kingdoms.</p>
	Term 1.2	<p><b><u>Revolutions: Making Comparisons (Late Modern)</u></b></p> <p><b>Overarching Enquiry question:</b> How similar were the American and French Revolutions of the 18<sup>th</sup> century?</p> <p><b>Substantive Concepts:</b> The state. Ideas. Society.</p> <p><b>Disciplinary Concepts:</b> Similarity &amp; difference.</p> <p><b>Demonstrating Understanding:</b> Comparing the French &amp; American revolutions.</p>
	Term 2.1	<p><b><u>African Empires &amp; Britain: Making Comparisons (Early-Late Modern)</u></b></p> <p><b>Overarching Enquiry question:</b> How similar were England and West African kingdoms in the 17th and 18th centuries?</p> <p><b>Substantive Concepts:</b> The state. Religion. Ideologies. Society. Economy.</p> <p><b>Disciplinary Concepts:</b> Similarity &amp; difference.</p> <p><b>Demonstrating Understanding:</b> Compare the social, economic and political features of England in the 17th and 18th centuries with prominent West African kingdoms of the period.</p>
	Term 2.2	<p><b><u>From Enslavement to Civil Rights (Early-Late Modern)</u></b></p> <p><b>Enquiry question:</b> How have British black and African-American communities been shaped by the places they live?</p> <p><b>Substantive Concepts:</b> The state. Religion. Ideologies. Society. Economy.</p> <p><b>Disciplinary Concepts:</b> Significance. Sources &amp; interpretations.</p> <p><b>Demonstrating Understanding:</b> Evaluate what sources &amp; interpretations reveal about experiences of the black British and African-American communities.</p>
	Term <u>3</u>	<p><b><u>National &amp; Local History Study: The Industrial Revolution - Blackpool &amp; the North-west (Late Modern)</u></b></p> <p><b>Overarching Enquiry question:</b> What were the national and local consequences of the revolutions of the Industrial age?</p> <p><b>Substantive Concepts:</b> The state. Economy. Ideas. Society.</p> <p><b>Disciplinary Concepts:</b> Consequence.</p> <p><b>Demonstrating Understanding:</b> Explain the consequences of the revolutions of the Industrial age?</p>

Year 9	Term 1.1	<p><b><u>Universal Suffrage: Britain &amp; the United States (Late Modern)</u></b></p> <p><b>Overarching Enquiry question:</b> How similar were the campaigns for women's suffrage in Britain and civil rights in America?</p> <p><b>Substantive Concepts:</b> The state. Religion. Ideas. Society.</p> <p><b>Disciplinary Concepts:</b> Similarity &amp; difference.</p> <p><b>Demonstrating Understanding:</b> Compare what suffrage meant to the people of Britain and the United States.</p>
	Term 1.2	<p><b><u>Indian Independence &amp; the End of Empire: A Changing World (Contemporary)</u></b></p> <p><b>Overarching Enquiry question:</b> What changes were made to India 1800-1947?</p> <p><b>Substantive Concepts:</b> The state. Religion. Ideas. Society.</p> <p><b>Disciplinary Concepts:</b> Change. Consequence.</p> <p><b>Demonstrating Understanding:</b> Explain the changes that India underwent 1800-1947 and the consequences of independence for the Indian people.</p>
	Term 2.1	<p><b><u>The Origins of the First World War (Late Modern)</u></b></p> <p><b>Overarching Enquiry questions:</b> Why was there a First World War?</p> <p><b>Substantive Concepts:</b> The state. Religion. Ideas. Society.</p> <p><b>Disciplinary Concepts:</b> Causation.</p> <p><b>Demonstrating Understanding:</b> Explain the long and short term causes of the First World War.</p>
	Term 2.2	<p><b><u>The Russian Revolutions (Late Modern)</u></b></p> <p><b>Overarching Enquiry question:</b> What did revolution mean to the people of Russia?</p> <p><b>Substantive Concepts:</b> The state. Ideologies. Society.</p> <p><b>Disciplinary Concepts:</b> Similarity &amp; difference.</p> <p><b>Demonstrating Understanding:</b> Explain why there were different attitudes in Russia towards the future.</p>
	Term 3.1	<p><b><u>International Cooperation: The inter-war period (Late modern)</u></b></p> <p><b>Overarching Enquiry question:</b> Why did the optimism of the early inter-war period fade?</p> <p><b>Substantive Concepts:</b> The state. Ideas. Society.</p> <p><b>Disciplinary Concepts:</b> Significance.</p> <p><b>Demonstrating Understanding:</b> Explain why the international community failed to achieve its aims in the inter-war period.</p>
	Term 3.2	<p><b><u>The Holocaust (Contemporary)</u></b></p> <p><b>Overarching Enquiry question:</b> How could the Holocaust have happened?</p> <p><b>Substantive Concepts:</b> The state. Religion. Ideologies. Society.</p> <p><b>Disciplinary Concepts:</b> Cause &amp; consequence.</p> <p><b>Demonstrating Understanding:</b> Explain the causes and consequences of anti-Semitism Nazi Germany..</p>



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

Year 11	Term 1.1	<b><u>America: Opportunity and Inequality (1920–1973)</u></b> <b>Enquiry question(s):</b> How did the changes experienced in the 20th century impact on the United States? <b>Assessment Objectives:</b> Judgement and describing & explaining the consequences of events. <b>Demonstrating Understanding:</b> Identification, describing and explaining consequences. Comparing how historical interpretations differ, why they differ & how convincing different interpretations are.
	Term 1.2	<b><u>Elizabethan England (c.1568–1603)</u></b> <b>Enquiry question(s):</b> How did Elizabeth I deal with the problems in England? <b>Assessment Objectives:</b> Interpretations (convincing) and cause and consequence (account). <b>Demonstrating Understanding:</b> Identification, describing and explaining significance, and cause and consequence. <b>Evaluating interpretations for their accuracy and completeness.</b>
	Term 2.1	<b><u>Elizabethan England (c.1568–1603)</u></b> <b>Enquiry question(s):</b> Why was Sir Francis Drake's circumnavigation of the globe significant in Elizabethan England? How successful was Elizabeth I in dealing with religious problems? How far did Elizabethan England experience a 'golden age'? How far did conflict with Spain affect England? <b>Assessment Objectives:</b> Significance (importance) and Judgement. <b>Demonstrating Understanding:</b> Identification, describing and explaining judgements Evaluating interpretations for their accuracy and completeness.
	Term 2.2	<b><u>Revision programme</u></b>
	Term 3.1	<b><u>Revision Programme</u></b>