



History

Curriculum Philosophy

The History Department is committed to embedding and highlighting the central Christian values of **dignity, hope, community, wisdom, humility, and kindness**. Our curriculum is centred on recognising the **inherent value** and **worth** of each individual, which we aim to by presenting historical accounts that highlight examples of the **diversity** of the **human experience** throughout history.

To **instil hope** in our pupils, we explore **historical events** and **figures** that offer **inspiration** and that **challenge pupil perspectives** and **address possible misconceptions**. Additionally, we encourage **thought-provoking** discussion and debate to encourage **personal growth**.

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

As a discipline, history inspires **curiosity** and **fascination** with **past** and **current affairs**. Our curriculum illuminates the history, **not only of the British Isles**, but it examines and compares **European** and **non-European cultures** throughout history. This encourages our pupils to develop **powerful knowledge** and **Tier 2 and 3 vocabulary** so that they will develop **clarity of thought** and **self-expression**. It is our intention that our pupils are **not constrained by any barriers**.

We challenge our pupils to think as **historians**. Therefore, we have developed five departmental 'principles' that the teaching team adhere to. 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 utilise **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 communism) and **disciplinary concepts** (e.g. cause and consequence) so that they might produce increasingly sophisticated responses.

We promote the love of learning. We guide our pupils towards developing 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**. We promote Christian and British

values so that our pupils appreciate the things that make **individuals** unique. We promote and nurture a strong **work-ethic** and **celebrate success**. We teach our pupils to recognise that the **values, powerful knowledge** and **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 **succeed academically**, as **family members, citizens** and **future leaders** and **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'**. (Informed by the ideas of Daniel Muijs of OFSTED):

- **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.
- **Mastery 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; and also **'vertical' progression**, meaning progression across a key stage. 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.

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** that have been described by Mathew Arnold as “the best which has been thought and said”. We promote **respect for ‘otherness’ and the appreciation of difference**. For example, we examine the **impact of ethnic minority groups on 20th 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.
- We offer **inclusivity** for all through school trips and through the **passionate** and **imaginative delivery** of the curriculum by **experienced** and **expert** teachers. Each trip provides our pupils with the opportunity to experience a part of the **historic environment** and to examine **historical artefacts** or ideas that relate to their curriculum.
Year 7 visit **Skipton Castle** and **Bolton Abbey** to enrich pupils’ understanding of the Middle-Ages.
Year 8 visit the enslaved people’s collections at **Liverpool Maritime Museum** to deepen the understanding of the **impact** of the **enslavement** of West African peoples.
Year 9 have the opportunity for a week-long trip to **World War One battle sights in France**.
Year 10 visit the **Thackray Museum** in Leeds to experience the medical exhibits.
Year 11 take part in a **GCSE conference** on Elizabethan England. Historically the academy has been able to provide funding for some of our socially disadvantaged pupils.
- The development of **literacy** is central to our approach. We develop our pupils’ ability to **express themselves clearly**, using **Tier 2** and **Tier 3 vocabulary**, so that they might grow in **self-confidence** and **aspiration**. For example, by promoting our use of SHAPE answers and valuing **planning** answers. Our subject specific approach to developing **literacy** is informed by **educational research**. 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**.

We believe that 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 their own 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 and learning to **express ideas with clarity** – skills that are essential for the promotion of **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 promotes **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 ideas, 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 **debating**.

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:

- Each topic taught has a '**careers spotlight**' which ensures pupils can explore a profession linked to a particular unit. Pupils are able to access this through the **Careers and Guidance pages** on the Academy's website and we make use of the **Longitudinal Education Outcomes (LEO) dataset** to provide information to pupils.
- 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**.
- We are currently compiling a **range of historical texts** for our **library**. Moreover we provide greater opportunities for our pupils to engage with historical ideas through our **Debating** and **Politics elective**

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><u>Before 1066 (Early Medieval)</u> Overarching Enquiry Question: What did civilisation mean to the Anglo-Saxons & the Islamic world? Substantive Concepts: The state. The Church. Society. Coexistence. Disciplinary Concepts: Similarity & difference. Demonstrating Understanding: Comparing Anglo-Saxon England & the Islamic civilisations before 1066, challenging generalisations and making links.</p>
	Term 1.2	<p><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.</p>
	Term 2.1	<p><u>The Crusader States: Conflict & Coexistence (High Medieval)</u> Overarching Enquiry question: Who lived in the Crusader states? Substantive Concepts: The state. The Church. Society. Coexistence. Conflict. Disciplinary Concepts: Similarity & difference. Demonstrating Understanding: Compare the inhabitants of the Crusader states between 1095-1291, challenging generalisations and making links.</p>
	Term 2.2	<p><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. Coexistence. Conflict. Disciplinary Concepts: Significance. Demonstrating Understanding: Examine what the life of Eleanor of Aquitaine reveals about who held power in the Middle Ages.</p>

	Term 3	<p><u>The Reformation in England: The Challenge of Change (Early Modern)</u></p> <p>Overarching Enquiry question: How far did religion change under the reign of the Tudors?</p> <p>Substantive Concepts: The state. The Church. Society. Coexistence. Conflict.</p> <p>Disciplinary Concepts: Change & continuity.</p> <p>Demonstrating Understanding: Judge what really changed religiously during the Reformation. Judge how far religion changed during the Reformation.</p>
Year 8	Term 1.1	<p><u>The Stuarts: From Civil War to Restoration (Early Modern)</u></p> <p>Overarching Enquiry question: Was the most important change during the 17th century the execution of the king?</p> <p>Substantive Concepts: The state. Religion/ideas. Society.</p> <p>Disciplinary Concepts: Change & continuity.</p> <p>Demonstrating Understanding: Judge whether the most important change during the 17th century was the execution of the king.</p>
	Term 1.2	<p><u>Revolutions: Making Comparisons (Late Modern)</u></p> <p>Overarching Enquiry question: What did revolution mean to the French and Americans of the 18th century?</p> <p>Substantive Concepts: The state. Ideas. Society.</p> <p>Disciplinary Concepts: Similarity & difference.</p> <p>Demonstrating Understanding: Comparing the French & American revolutions.</p>
	Term 2.1	<p><u>African Empires & Britain: Comparing Civilisations (Early-Late Modern)</u></p> <p>Overarching Enquiry question: What did civilisation mean to the people of the 17th century?</p> <p>Substantive Concepts: The state. Religion. Ideologies. Society. Economy.</p> <p>Disciplinary Concepts: Similarity & difference.</p> <p>Demonstrating Understanding: Compare how civilisation was understood by the British & African peoples of the 17th century.</p>
	Term 2.2	<p><u>From Enslavement to Civil Rights: The African Diaspora (Early-Late Modern)</u></p> <p>Enquiry question: What do the experiences of the communities of the African diaspora reveal about the countries they lived in?</p> <p>Substantive Concepts: The state. Religion. Ideologies. Society. Economy.</p> <p>Disciplinary Concepts: Significance. Sources & interpretations.</p> <p>Demonstrating Understanding: Evaluate what sources & interpretations reveal about experiences of the communities of the African diaspora.</p>

	<p>Term 3.1</p>	<p><u>The Industrial Revolution (Late Modern)</u> Overarching Enquiry question: What were the consequences of the Revolutions of the Industrial age? Substantive Concepts: The state. Economy. Ideas. Society. Disciplinary Concepts: Consequence. Demonstrating Understanding: Explain the consequences of the Revolutions of the Industrial age?</p>
	<p>Term 3.2</p>	<p><u>Local History Study: Blackpool & the North-West (Late Modern)</u> Overarching Enquiry question: How Industrial was Lancashire's Industrial Revolutions? Substantive Concepts: The state. Economy. Ideas. Society. Disciplinary Concepts: Causation. Similarity & difference. Demonstrating Understanding: Explain Blackpool's and Lancashire's roles in the revolutions of the Industrial age.</p>
<p>Year 9</p>	<p>Term 1.1</p>	<p><u>Universal Suffrage: Britain & the United States (Late Modern)</u> Overarching Enquiry question: What did suffrage mean to Britain and the United States? 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.</p>
	<p>Term 1.2</p>	<p><u>Indian Independence & the End of Empire: A Changing World (Contemporary)</u> Overarching Enquiry question: How did Indian independence contribute towards changing Britain in the 20th & 21st centuries? Substantive Concepts: The state. Religion. Ideas. Society. Disciplinary Concepts: Change. Consequence. Demonstrating Understanding: Explain how far Indian independence changed Britain.</p>
	<p>Term 2.1</p>	<p><u>The Origins of the First World War (Late Modern)</u> Overarching Enquiry questions: Did tensions over Africa make a European war more likely? Substantive Concepts: The state. Religion. Ideas. Society. Disciplinary Concepts: Causation. Demonstrating Understanding: Judge how far tensions over Africa made a European war more likely.</p>
	<p>Term 2.2</p>	<p><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. Demonstrating Understanding: Explain why there were different attitudes in Russia towards the future.</p>

	<p>Term 3.1</p>	<p><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.</p>
	<p>Term 3.2</p>	<p><u>International Cooperation: Peace Treaties, The League of Nations & the United Nations (Contemporary)</u> Overarching Enquiry question: What was remarkable about 20th century attempts to foster international cooperation? Substantive Concepts: The state. Ideas. Society. Disciplinary Concepts: Significance. Demonstrating Understanding: Explain what was significant about 20th century attempts to foster international cooperation.</p>
<p>Year 10</p>	<p>Term 1</p>	<p><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.</p>
	<p>Term 1.2</p>	<p><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</p>
	<p>Term 2.1</p>	<p><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.</p>

	<p>Term 2.2</p>	<p><u>Britain: Health & the People. Part Three: A Revolution in Medicine (Late Modern) & Part Four: Modern Medicine (Contemporary)</u></p> <p>Enquiry question(s): How far was the 19th century a revolution in medicine? How far did medicine progress in the 20th and 21st centuries?</p> <p>Assessment Objectives: Judgement and similarity/difference.</p> <p>Demonstrating Understanding: Identification, describing and explaining change and continuity. Utility of content and provenance.</p>
	<p>Term 3.1</p>	<p><u>America: Opportunity and Inequality (1920–1973)</u></p> <p>Enquiry question(s): How did the changes experienced in the 20th century impact on the United States?</p> <p>Assessment Objectives: Judgement and describing & explaining the consequences of events.</p> <p>Demonstrating Understanding: Identification, describing and explaining consequences. Comparing how historical interpretations differ, why they differ & how convincing different interpretations are.</p>
	<p>Term 3.2</p>	<p><u>America: Opportunity and Inequality (1920–1973)</u></p> <p>Enquiry question(s): How did the changes experienced in the 20th century impact on the United States?</p> <p>Assessment Objectives: Judgement and describing & explaining the consequences of events.</p> <p>Demonstrating Understanding: Identification, describing and explaining consequences. Comparing how historical interpretations differ, why they differ & how convincing different interpretations are.</p>
<p>Year 11</p>	<p>Term 1.1</p>	<p><u>Elizabethan England (c.1568–1603)</u></p> <p>Enquiry question(s): How did Elizabeth I deal with the problems in England?</p> <p>Assessment Objectives: Interpretations (convincing) and cause and consequence (account).</p> <p>Demonstrating Understanding: Identification, describing and explaining significance, and cause and consequence.</p> <p>Evaluating interpretations for their accuracy and completeness.</p>
	<p>Term 1.2</p>	<p><u>Elizabethan England (c.1568–1603)</u></p> <p>Enquiry question(s): 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?</p> <p>Assessment Objectives: Significance (importance) and Judgement.</p> <p>Demonstrating Understanding: Identification, describing and explaining judgements</p> <p>Evaluating interpretations for their accuracy and completeness.</p>

	Term 2.1	<u>Revision programme</u>
	Term 2.2	<u>Revision programme</u>
	Term 3.1	<u>Revision Programme</u>