

TCEAT Curriculum & Assessment Overview: *History*

Course description and overarching aims (Intent)

Our curriculum asks students to question and interrogate the value of evidence from the past, creating their own arguments and questioning the arguments of others. Our curriculum will help our students gain a coherent knowledge and understanding of Britain's past, as well as its interplay with the wider world. We aim to give students a coherent and chronological narrative from 1066 to today, examining how both people's lives have shaped Britain today (both the powerful and the seemingly powerless) and how Britain has influenced and been influenced by the wider world. We also aim to teach students about a range of wider world History and the importance this holds. Through the teaching of key concepts, students are taught to make connections, draw contrasts, frame historically-valid questions and write their own accounts of the past. It is our aim that the knowledge included in our curriculum will enable our students to think for themselves and make and form their own opinions of the past. It is our role as teachers of literacy to ensure that students learn and deploy challenging vocabulary accurately. We wish to teach students the importance and value of historical perspective, placing their own knowledge into different contexts, equipping students with power to be confident, curious and careful thinkers about the world around them.

Curriculum model overview (Implementation)

All units with the History curriculum have a focus and answering historical questions is at the root of what we do. Content knowledge is built upon as the course progresses, students build a narrative, chronological picture of the world around them and then apply different concepts to this (see above), as knowledge is at the core of what we want to build. The second order concepts are revisited and built upon with great complexity, but the key concepts themselves do not change only questioned with more complexity. Within each unit of work, students are exposed to both contemporary sources and historians' interpretations of these. Lessons work progressively through tiered objectives, with multiple checkpoints for teachers and students to reflect on their knowledge and skills gained, allowing teachers to adapt as necessary. History is a literacy based subject therefore literacy drives everything that is done, there is explicit teaching of both subject specific key words and other high frequency words. We are also teaching students to be able to approach difficult texts with confidence, asserting the importance of reading within our discipline. Our essay writing skills equip students with the power to write a powerful argument as well as debate and discuss with their peers and teachers.

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Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example:

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
Identify key features of the Civil War	Bronze		
Describe key features of the Civil War	Silver	Bronze	
Give a basic explanation of the impact of the Civil War at the time	Gold	Silver	Bronze
Explain the impact of the Civil War at the time		Gold	Silver
Explain in detail the impact of the Civil War at the time using categories			Gold

Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

All assessments and lessons encompass AO1 as this is knowledge driven, our second order concepts are assessed in AO2 whilst the tools of the historian, the sources and interpretations are assessed in AO3 and AO4.

A01: Knowledge and understanding of the key features and characteristics of a time period – 35%

A02: Explanation and analysis of historical events and periods using second order concepts. – 35%

Causation & Consequence

Change & Continuity

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Significance

Similarity & Difference

AO3: Analyse, evaluate and use sources to make substantiated judgments in the context of the event studied – 15%

AO4: Analyse, evaluate and make substantiated judgments about interpretations in the context studied. – 15%

Knowledge:

- **Substantive knowledge** - The main categories that account for the accepted conventions and facts of our subject:
 - **British History:** development of core concepts such as power, conflict, belief and injustice from 1066 to the modern day in Britain through looking at key milestones in British History and trends over time. This is especially focused on developing student understanding of changing forms of Government, changing ideas about religion/other ideologies and changing standards of living. Through this there is emphasis on the variations that these changes have on different sorts of people based on their gender, class and ethnicity.
 - **British History:** development of student understanding of the reasons for, significance of and consequences of key moments in British History, such as wars and invasions, domestic uprisings and rebellions, economic innovations and problems, and interactions with the wider world.
 - **Wider World History:** development of core concepts such as power, conflict, belief and injustice in the wider world and how Britain's interactions with the wider world have shaped both Britain and other countries involved. This is especially focused on developing student understanding of differences in culture, governance and societal norms.
 - **Wider World History:** development of student understanding of the reasons for, significance of and consequences of key moments in wider world History, such as genocide, war, empire and exploration, trade, slavery, civil rights and political ideology
- **Disciplinary knowledge** - The main subject skills, procedures, thinking structures and behaviours of our subject such as:
 - Place things into chronological order
 - Categorise historical events and developments
 - Read and write historical narratives
 - Speak purposefully about History by forming clear points and responding to others
 - Make judgements about the past including on the causes, significance and consequences of historical events and individuals

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- Make judgements about the past including on the degree of change and continuity and levels of similarity and difference
 - Infer understanding from historical sources
 - Make deductions about the uses of historical sources based on their content, provenance and purposes
 - Infer understanding from historical interpretations
 - Make deductions about the convincingness of historical interpretations
 - Evaluation and assessment of issues from a variety of points of view, including the reasons for and relative merits of these views
- **Disciplinary Literacy –**
 - Define key terms
 - Use subject specific vocabulary within sentences
 - Simply explain ideas in writing and when discussing
 - Develop explanation of ideas to ensure a question is answered
 - Use complex sentence structures to make judgements about, and links between, key topics
 - Use complex sentence starters to present arguments and counter-arguments
 - Structure extended writing to ensure a consistent argument is produced
 - Read historical sources and historical interpretations
 - Identify the message of historical sources and interpretations
 - Write about historical sources and interpretations

Curriculum seven-year plan:

The History curriculum is designed to build upon KS2 learning where students gain an understanding of a range of historical events most often through thematic learning. At KS2 students will have learnt a general overview of some ancient History which is revisited and consolidated in unit 1 of Year 7, and then built upon as we follow a chronologically structured curriculum. At KS2 in line with the national curriculum, students also studied a range of increasingly contemporary historical case-studies the teaching of which was based around second order concepts such as change, consequence, significance and causation. Our curriculum builds upon this KS2 History learning by further developing students use of second order concepts and by deepening their core knowledge, in order to ensure that we have stretched both their substantive knowledge and disciplinary skills.

The History curriculum across KS3-5 is designed to converge at key points throughout the academic year. History students will follow *the TCEAT curriculum as mapped below:*

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Twyford Trust History Course Overview 2023-2024

Please note the Assessment Objectives change slightly between GCSE and A Level:

GCSE:

AO1: Knowledge & Understanding This AO runs through every unit of work order concepts

AO2: Second order concepts: Causation, Consequence, Change & Continuity, Similarity & Difference, and Significance

AO3: Source skills

AO4: Interpretation skills

A Level

AO1: Knowledge & Understanding through the exploration of second

AO2: Source skills

AO3: Interpretation skills

Course Overview	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	<p>Unit 1: What was the Aksumite Empire? Knowledge: The Kingdom of Axum including its location, chronology and key features such as religion, politics and economy. Skills: Sources (AO3)</p> <p>Chronology (AO1) Key features of a historical period (AO1)</p>	<p>Unit 1: Why was there so much conflict in the British Empire? Knowledge: Slavery, East India Company, Amritsar Massacre, Australia & Transportation, Boer War Skills: Similarities & Differences (AO2) & Sources (AO3)</p>	<p>Unit 1: How did the lives of Jewish people change in Nazi occupied Germany between the years 1933-1945? Knowledge: Anti-Semitism, Nuremberg Laws, Kristallnacht, Ghettos & Final Solution Skills: Change & Continuity (AO2) & Interpretations (AO4)</p>	<p>GCSE Unit 2A: How did beliefs in the causes and treatments of disease change between 1100 and today? Knowledge: Beliefs in causes of disease: miasma, religion, germ theory. Treatment of disease: Hippocrates & Galen, medieval treatments, renaissance beliefs, Jenner, Fleming, Florey and Chain. Skills: Change & Continuity, Similarity and Difference (AO2) & Sources (AO3) (17 lessons) TWY only: GCSE Unit 2C: How did conquest change migration and Empire in medieval England? Knowledge: Vikings, Angevin, Hundred Years War Skills: as above</p>	<p>GCSE Unit 2B: How much control did Elizabeth have over her government? Knowledge: Elizabeth & her court, succession crisis, rebellions. Skills: Significance, Consequence (AO2) & Interpretations (AO4)</p>	<p>1. Henry VII Knowledge: Henry VII's authority, government, foreign policy decisions, social and economic, religious & intellectual ideas. Skills: AO1 & AO3</p> <p>2.1 Weimar Germany 1918 – 1923 Knowledge: Weimar Constitution, 1919 Revolution, Events between 1919 – 1923 (Uprisings, Treaty of Versailles) Skills: AO1 & AO2</p>	<p>1.3 Edward VI Knowledge: Edward VI' authority, government, foreign policy decisions, social and economic, religious & intellectual ideas. Skills: AO1 & AO3</p> <p>2.5 Nazi Germany 1933 – 1934 Knowledge: Events between the months of January 1933 – August 1934. Skills: AO1 & AO2</p>
Autumn 2	<p>Unit 2: Why did William win the Battle of Hastings? Knowledge: Contenders to the throne, Battle of Stamford Bridge, Battle of Hastings Skills: Causation (AO2) & Interpretations (AO4)</p>		<p>Unit 2: What were the experiences of Caribbean migrants in Britain after WW2? Knowledge: Windrush generation, Notting Hill riots, government immigration acts, Bristol Bus Boycott and Race Relations Act. Skills: Change and Continuity (AO2) & Sources (AO3)</p>	<p>GCSE Unit 2A: How has surgery changed from the medieval period to today? Knowledge: Changes in surgery & understanding of anatomy from the medieval period to today. Skills: Change & Continuity, Similarity and Difference (AO2) & Sources (AO3) (16 lessons) TWY only: GCSE Unit 2C: How did commerce and colonialism change migration and Empire 1600-1900? Knowledge: Plantations & plunder, colonialism in America, India & Africa, religious refugees and industrialisation Skills: as above</p>	<p>GCSE Unit 2B: What was life like in Elizabethan England? Knowledge: Poverty, Golden Age, Exploration. Skills: Significance, Consequence (AO2) & Interpretations (AO4)</p>	<p>1. Henry VII Knowledge: Henry VII's authority, government, foreign policy decisions, social and economic, religious & intellectual ideas. Skills: AO1 & AO3</p> <p>2.2 Weimar Germany 1923 - 1928 Knowledge: Hyperinflation crisis, Golden Years – Social, Economic and Political, Role of Stresemann.) Skills: AO1 & AO2</p>	<p>1.4 Mary I Knowledge: Mary I's authority, government, foreign policy decisions, social and economic, religious & intellectual ideas Skills: AO1 & AO3</p> <p>2.6 Nazi Germany – 1934 – 1945 Knowledge: Hyperinflation crisis, Golden Years – Social, Economic and Political, Role of Stresemann.) Skills: AO1 & AO2</p>

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<p>Spring 1</p>	<p>HWK unit – Why is Saladin still important today? Knowledge – Saladin’s life and the third crusade. Skills: Significance (AO2) & Interpretations (AO4)</p>	<p>Unit 2: Why did WWI break out in 1914? Knowledge: Long term and short causes of WWI, Battle of Somme & Haig. Skills: Causation (AO2) & Interpretations (AO4)</p>	<p>GCSE unit 1B: What were the origins of the Cold War? Knowledge: Events between 1945 & 1949 and how they affected tension in the Cold War. Skills: Causation (AO2), Consequences (AO2), Sources (AO3).</p>	<p>GCSE Unit 2A: What developments in public health have taken place from the medieval period to today? Knowledge: Changes in public health (hospitals, towns) from the medieval period to today. Skills: Change & Continuity, Similarity and Difference (AO2) & Sources (AO3) (11 lessons) TWY only: GCSE Unit 2C: How did Britain lose its Empire and change its role in the world? Knowledge: WW1/2, decolonisation & the commonwealth, Windrush and EU migration Skills: as above</p>	<p>GCSE Unit 2B: Trouble at Home and Abroad & Historic Environment 2020 Knowledge: Religion, Mary Queen of Scots, Spanish Armada Skills: Significance, Consequence (AO2) & Interpretations (AO4)</p>	<p>2. Henry VIII Knowledge: Henry VIII’s authority, government, foreign policy decisions, social and economic, religious & intellectual ideas. Skills: AO1 & AO2</p> <p>2.3 Weimar Germany 1929 - 1932 Knowledge: Wall Street Crash, Brüning’s government, events leading to Hitler becoming Chancellor Skills: AO1 & AO2</p>	<p>1.5 Elizabeth I Knowledge: Elizabeth I’s authority, government, foreign policy decisions, social and economic, religious & intellectual ideas. Skills: AO1 & AO3</p> <p>2.7 Nazi Germany Racial State Knowledge: Events of the Holocaust & treatment of minorities 1933 - 1945 Skills: AO1 & AO2</p>
<p>Spring 2</p>	<p>Unit 3: How significant was Eleanor of Aquitaine in changing the role of women in society? Knowledge – Early life of Eleanor of Aquitaine, Crusades, The Great Revolt, 100 years war Skills: Significance (AO2), Change and Continuity (AO2) & Interpretations (AO4)</p>	<p>Unit 3: How did the lives of the Fitzherbert and Williams’ families change between the years 1900 – 1945? Knowledge: Liberal reforms, home front WW1, General Strike, Great Depression, home front WWII Skills: Change & Continuity & Interpretations (AO4)</p>	<p>GCSE unit 1B: Why did the Cold War escalate in tensions in the 1950s? Knowledge: Events between 1950 – 1959 and how they affected tension in the Cold War. Skills: Causation (AO2), Consequences (AO2), Sources (AO3).</p>	<p>GCSE unit 1D: What was life like for people in America during the 1920s? Knowledge: America people and the Boom: the economic boom, social and cultural developments, the divided society Skills: Causation, Change & Continuity (AO2) & Interpretations (AO4)</p>	<p>Revision</p>	<p>2. Henry VIII Knowledge: Henry VIII’s authority, government, foreign policy decisions, social and economic, religious & intellectual ideas. Skills: AO1 & AO2</p> <p>2.4 Weimar Germany 1933 Knowledge: How did Hitler become Chancellor in 1933. Skills: AO1 & AO2</p>	<p>1.5 Elizabeth I Knowledge: Elizabeth I’s authority, government, foreign policy decisions, social and economic, religious & intellectual ideas. Skills: AO1 & AO3</p> <p>2.8 Nazi Germany WWII Knowledge: German economic, social and military policy between 1939 - 1945 Skills: AO1 & AO2</p>
<p>Summer</p>	<p>Unit 4: How did the balance of power in England change from 1300 to 1700? Knowledge – the Feudal system, the Black Death, the Peasants Revolt, the Break with Rome, the Reformation, the British Civil War Skills: Change & Continuity (AO2), Sources (AO3)</p>	<p>Unit 3: How did the lives of the Fitzherbert and Williams’ families change between the years 1900 – 1945? Knowledge: Liberal reforms, home front WW1, General Strike, Great Depression, home front WWII Skills: Change & Continuity & Interpretations (AO4)</p>	<p>GCSE unit 1B: What happened to tensions in the Cold War in the 1960s and 1970s? Knowledge: Events between 1960 – 1972 and how they affected tension in the Cold War, Skills: Causation (AO2), Consequences (AO2), Sources (AO3).</p>	<p>GCSE Unit 1D: What was life like for people in America during the 1930s? Knowledge: Bust – American’s experiences of the Depression, the New Deal and World War Two Skills: Causation, Change & Continuity (AO2) & Interpretations (AO4)</p>	<p>Revision</p>	<p>Revision & NEA (AO1, AO2, AO3)</p>	<p>Revision</p>

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Approaches to learning

Each unit focuses on building knowledge by making links to prior learning in order to develop student confidence in core skills and understanding of complex concepts. Knowledge is regularly checked by teachers and students through consistent AFL within every lesson. Knowledge organisers, prep booklets and low stakes testing reinforces this approach. These allow students to clarify their understanding of core knowledge and vocabulary. Students are regularly given the opportunity to speak and write about History through structured writing and structured discussion. This supports students in building their skills in historical inferences, explanations and judgements. Student friendly mark schemes and a range of in class assessment methods are used to help students measure their progress in History.

Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:

AfL – Assessment for Learning

AfL is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly and target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning. Checking, correcting and expanding upon student literacy is at the heart of History teaching.

Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. From KS3-4, peps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson. Prep routines are supported by use of prep booklets which ensure prep is purposeful. Prep will be checked at the start of each lesson, commonly with a

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green pen slide to help develop student self-regulation. At KS5, prep is a more substantial task which students should spend one hour completing. This commonly takes the form of a flipped learning task to help students to prepare for discussion during their next lesson.

Standardised assessments

These are longer tasks designed to provide students with a chance to apply work from several lessons. These may be done as homeworks or in class. These tasks will be in place of prep and have an extended deadline as they will take students longer to complete. These tasks are always followed up with students having a chance to consolidate the learning gained through redrafting and self-improvement tasks.

Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents and carers to take stock of progress and performance at this point in order to inform the next steps in our learning. We then have the information and feedback needed to take the next steps in their learning.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Quarter 1	Formal assessment for Q1 but this may be an assessed homework, or MS Forms-based assessment, or completed in class. Marks entered onto Go4Schools. Learning habit grades only show on Go4Schools and grade sheets.			All subjects assess in each quarter using a formal in-class assessment but on restricted content . (eg. a single essay in Year 12). Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools grade sheets.			
Quarter 2	Formal exams for all subjects based on cumulative content of the course covered to date. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools grade sheets/reports For Year 11 and Year 13, this takes the place of a mock exam						

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	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Quarter 3	Formal assessment for Q3 but this may be an assessed homework, or MS Forms-based assessment, or completed in class. Marks entered onto Go4Schools. Learning habit grades only show on Go4Schools and grade sheets.		All subjects assess in Q3 using a formal in-class assessment with cumulative content assessed from the start of the course. Assessed homework marks may also be used to contribute towards this. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools grade sheets. For Year 11 and Year 13, this takes the place of a mock exam				
Quarter 4	Formal exams for all subjects based on cumulative content of the course covered to date. Marks and grades recorded on Go4Schools. Grade, on track and learning habit grades show on Go4Schools gradesheets/reports For Year 11 and 13, final GCSE and A Level exams.						

Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given, commonly supported by whole class feedback.

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In History students will be taken through the main errors and misconceptions raised in their assessments during their feedback lesson(s) using references to mark scheme criteria, assessment language and examiner report feedback where applicable. Teachers provide guidance and opportunities to improve before students are given feedback tasks to complete once teachers have re-taught any identified content. This provides students with a second opportunity to check that they have improved their understanding in that area by completing this linked follow up task before progressing to the next stage in the curriculum.

External examinations.

KS4 exam board: AQA

KS5 exam board: AQA