



History Curriculum

Intent

Curriculum Vision

Students will be inspired with a deep fascination of history and furnished with the talents that great historians possess to help them succeed in life. An understanding of our history is essential. Through knowing and understanding our past and how our past has been (or can be) interpreted, our students:

- develop a sense of identity and respect for our place in the world
- defend against misinformation and prejudice in a changing and diverse world
- develop knowledge and understanding of different historical periods and the arcs of historical change, and the complexities of historical debates
- ensure learning is connected across subjects enabling them to remember more and accomplish more in all aspects of their curriculum

Students are led through a curriculum that develops skills and knowledge suitable both within and beyond the History discipline, enabling them to:

- explore and understand the development of the relationship between state, monarchy and religion in Britain as well as a coherent understanding of chronology and the plurality of History
- develop a sense of identity within our current multicultural society through the lens of local and national issues
- develop an understanding of different political ideologies, methods of rule as well as creating a foundation for understanding the current geo-political climate
- become passionate historians, capable of thinking about the past like experts of the discipline.
- hone their analytical skills, source analysis and their understanding of the ever changing interpretations of historical events
- prepare for either further academia or employment where their full range of finely-tuned historical skills will provide them with the essential skill set necessary to access a variety of opportunities.

Concepts and Skills

The overarching concepts students explore are:

- **Significance** - How important are key historical events/individuals.
- **Change and Continuity** - How have societies and attitudes changed or stayed the same.

- **Cause and consequences**– How events lead to an event or an individual's actions.
- **Similarity and difference** – How people or events are similar/different.
- **Diversity** – Build a respect of cultures and opinions.

The overarching skills student develop are:

A command of a substantial body of detailed historical knowledge: the ability to recall accurate information that is context specific, with a sound understanding of chronology and appreciating the complexity and diversity of situations, events and mentalities of the past.

Historical critical thinking and problem solving skills: the ability to deploy explanation and evaluation in order to analyse the past, engaging in the debates surrounding history through the lens of political, social, economic, military and religious themes, showing empathy and innovative insight relating to the connections between local, national, and global communities, race, gender, class, urban and rural themes.

Communication: the ability to communicate ideas coherently, accurately and succinctly in both an oral and written format with clarity and fluency, using the historical critical thinking skills in order to form an argument that concludes with a substantiated judgement that is appropriate to the discipline of history.

Handling contemporary sources and historical interpretations within an academic context: the ability to infer from and analyse sources and interpretations to determine the weight that can be attributed to it; through a critical assessment of the content and provenance, utilising own knowledge and alternative contemporary sources to substantiate their conclusions.

Independent historical research: The ability to read around the subject, reflect critically and empathetically on materials and understand the dynamic nature and theoretical underpinnings of the discipline, exercising self-discipline, self-direction and initiative to enhance the communication of history.

Vocabulary

Key Stage Three	Key Stage Four	Key Stage Five
Monarchy	Crime	Alliances
Empire	Punishment	Revisionist
Parliament	Law Enforcement	Traditionalist
Peasantry	Jury	Liberal
Civil War	Community responsibility	Conservative
Feudal System	Home Secretary	Agrarian
Medieval	Heresy	Conscription
Revolt	Moral crime	Nepotism
Catholic	Catholic	Autocratic
Protestant	Protestant	Tariffs
The Reformation	Abolition	Gold standard
Armada	Racism	Reformers
Source	Discrimination	Constitutional Monarchy
Interpretation	Prejudice	Inflation

For a full vocabulary list please contact one of the History team.

Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in History. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes Do Now's at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative

multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'.

Students in years 7 and 8 have the option of completing a number of super-curricular tasks throughout the year which would help deepen their knowledge in areas of interest. These tasks range from a project on Corfe Castle to creating a news report on the situation in America during the Greensboro sit ins.

Year 9 students are given a variety of tasks that help embed and broaden the knowledge and skills they are covering in class. Tasks vary from source enquiries to the creation of Podcasts.

In years 10 and 11 the History homework runs alongside taught lessons and aims to help the students' broaden and deepen their knowledge on particular subjects and develop their skills in order to achieve mastery in History.

Homework helps our students achieve mastery in History. Students who need extra support to achieve mastery are supported by our 10:10 programme in History and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in History is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding: This includes but is not limited to the students' study of the twentieth century in which World War One poetry is studied both in English and History in which the students' understanding in one discipline aids their understanding in the other; as well as the study of the Holocaust in History aiding the students work in Drama.



Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in History through the Frayer Model and students are taught to read, write and speak like a historian.

Technology is employed through laptop apps and interactive whiteboards in class to strengthen learning. Away from the classroom students are encouraged to use technology to engage with their homework tasks including creating podcasts and informative videos. Learning character is developed each lesson through the use of the six Learning Applications (LApps)

At Key Stage 3 students benefit from studying chronologically to allow them to gain the foundation of knowledge and understanding that can be built upon in their further years of study either within the discipline or to add a contextual understanding to other disciplines. The coherent and collaborative planning within the department enables staff in the department to effectively differentiate, include both individual and collaborative work, mark and give feedback in a timely manner and engage students with a variety of activities.

Impact

Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to use sources and interpretations within their work in order to communicate their ideas effectively. They will have developed a deep knowledge of the chronology of British, European and World History from the Norman Conquest to the collapse of the Soviet Union, and be able to apply this knowledge, connecting it to second order concepts such as, judging significance and measuring change and continuity over time. Students develop all the Lapps but especially their awareness and empathy through developing their understanding of historical and their impact on society today. Students have an introduction to the disciplinary literacy required to be able to communicate like an expert historian, and all opportunities to develop numeracy are fully exploited in context, including gaining meaningful insight from statistics. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of change and continuity, similarity and difference, cause and consequence and significance. Through developing their knowledge of Crime and Punishment in Britain from 1000 to the present, British and European history during the reigns of King John and King Richard, and World History considering American Civil Rights and the Vietnam War in the 20th century, they are able to independently describe, explain and evaluate the relative success of key individuals and events across the time periods studied and draw relevant analytical connections between them. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Their progress in History is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.