

# Curriculum Overview - History

## Principles and Purpose of the History Curriculum

The purpose of the History curriculum is to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupils' curiosities to know more about the past and learn to ask perceptive questions, think critically, weigh evidence, assess arguments, and develop perspective and judgement. Studying history will help students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**The following principles have informed the planning of the United Learning curriculum across all subjects:**

- **Entitlement:** All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it.
- **Coherence:** Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.
- **Mastery:** We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts.
- **Adaptability:** The core content – the 'what' – of the curriculum is stable, but schools will bring it to life in their local context, and teachers will adapt lessons – the 'how' – to meet the needs of their classes.
- **Representation:** All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.
- **Education with character:** Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, our co-curricular provision and the ethos and 'hidden curriculum' of the school – is intended to spark curiosity and to nourish both the head and the heart.

**Here we explore these principles in the context of the history curriculum:**

- **Entitlement:** All pupils will study a broad range of content from the past 1000 years, they will access a range of evidence and historical scholarship through their enquiries.
- **Coherence:** Our curriculum is chronologically sequenced with a focus on period, place, and people, which deliberately builds on and develops conceptual and disciplinary knowledge.
- **Mastery:** We want our pupils to be able to link new knowledge to previously taught content and understand the different ways they connect.
- **Adaptability:** Teachers can adapt our resources for their specific cohorts. Local history will be embedded by each department throughout the curriculum where it is relevant for their context.
- **Representation:** All pupils will encounter a curriculum in which they can see themselves whilst offering a range of diverse experiences that provide an opportunity to broaden their knowledge through the curriculum.
- **Education with character:** Through the curriculum, pupils are given many opportunities to debate historical controversy and to share and reflect on a range of topics. Within their school and local communities, there are moments for students to extend their learning beyond the classroom, such as remembrance and commemoration of significant events.

## Roadmap of the History Curriculum

The roadmap diagram on the following page sets out the route that we expect pupils to take through our curriculum. This roadmap shows that the curriculum is chronologically sequenced, with Year 7 grounded in the medieval period before moving to the European Renaissance. This is developed in Year 8, exploring the Reformation in England, before moving on to the Industrial period and the Early Modern period, exploring the widening horizons of the European mind as it encounters other peoples. Year 9 then focuses in on the 20<sup>th</sup> century. Within each period there are opportunities for students to explore a variety of places, locally, nationally, and globally, whilst hearing from a range of diverse voices that consider different experiences. There are 6-9 units in each year with some more substantive than others. Each unit includes an overarching enquiry question that provides the core knowledge for our summative assessment. Each enquiry has a second order concept at its core, such as cause and consequence; change and continuity; significance; similarity and difference; historical mentalities and historical interpretation which is developed over KS3.

### Sixth Form

|                           | <b>Knowledge, concepts and skills</b>  | <b>Learner Profile</b>   | <b>TOK links</b>  | <b>Connections to other learning</b>  | <b>Connections beyond the classroom</b>  |
|---------------------------|--|--|---|---|--|
| <b>Cognitive Approach</b> | Models of memory (multi-store model, working memory)<br>Schema theory<br>Dual process model of thinking<br>Reconstructive memory<br>Heuristics<br>Flashbulb memory | Inquirers<br>Knowledgeable<br>Thinker<br>Communicator<br>Open-minded<br>Balanced<br>Reflective | How can we know something about the mind that we cannot see?<br>How useful is a computer analogy to understanding the mind? | Other topics in psychology (biological, sociocultural, abnormal, relationships, research methods, IA)<br>Maths – use of statistical methods | Applications of memory and thinking to work<br>Importance of cross-cultural research, and differences between cultures |



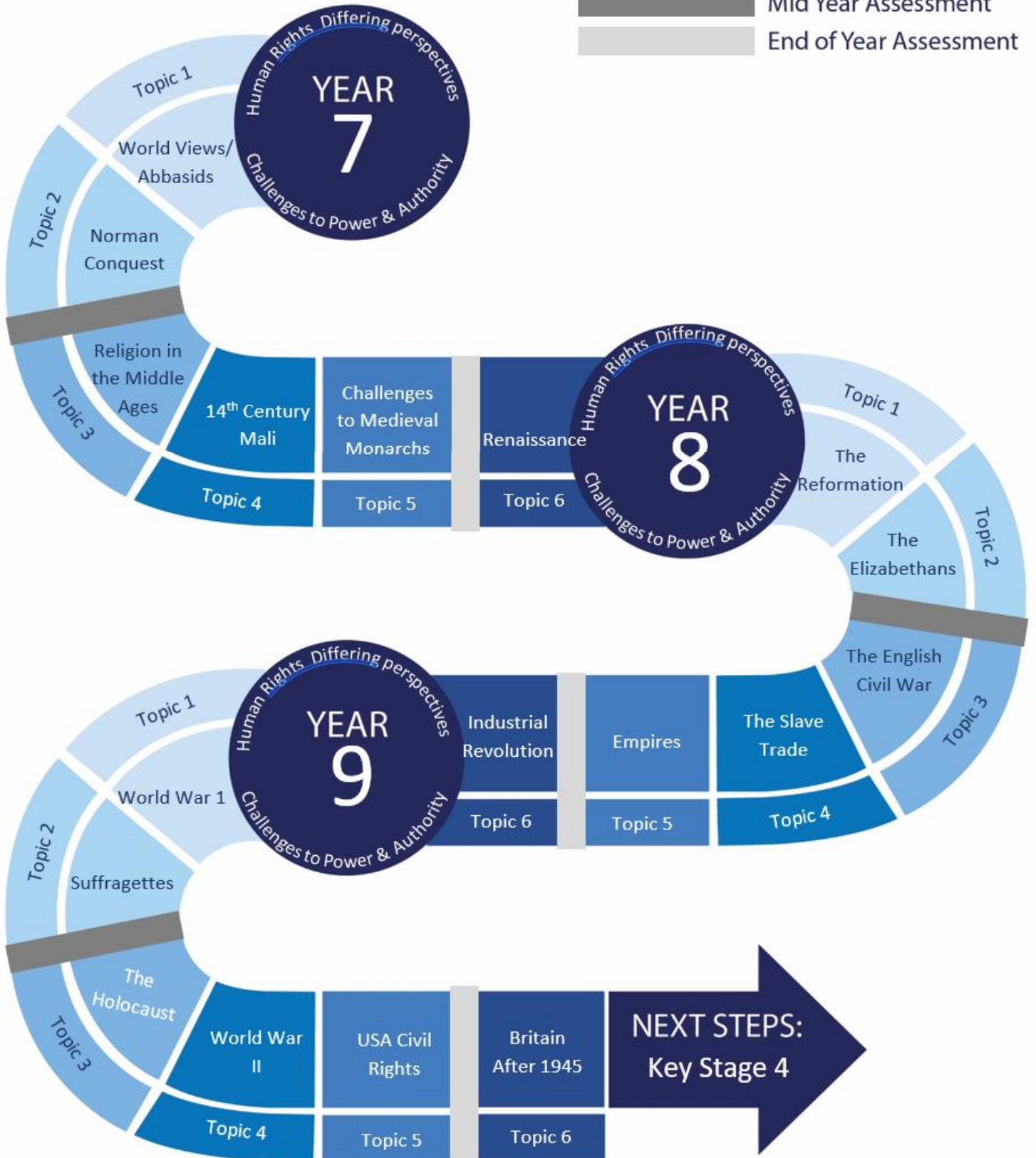


# History

## Key Stage 3

KEY:

-  Mid Year Assessment
-  End of Year Assessment



## 'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- Year 7 begins in Medieval England where Norman power meets English resistance. **How power is conferred, maintained and challenged and the gradual transference of that power and authority over time from the sacred to the secular** is the key theme developed throughout Key Stage 3. Students also gain significant contextual and foundational knowledge about Christianity and Islam through the lens of medieval religious thinking conflict such as the Crusades. At the beginning of Year 8 students will look at how the village of Morbath changed over time due to the introduction of Protestantism in the 16<sup>th</sup> century. This is a human touch introduction to the complex topic of the Reformation they will study as they consider both the causes and consequences of religious changes under the Tudor monarchs. It also prepares them with a conceptual grounding of the development of scientific knowledge and the spread of new ideas which has been introduced in Year 7 when they learned about the Renaissance and explore an age of discoveries.
- This concept of **power and authority and how that is challenged, contested and reshaped** is further developed throughout Key Stage 3. For example, students consider in Year 7 the power struggles between the Crown, the Church, and the people, when individual case studies of challenges to authority are studied, such as Becket and Henry II, The Peasant's Revolt and King John and the Barons. These power struggles culminates in the English Reformation at the beginning of Year 8 when huge religious upheaval led to long-lasting religious, political and social changes. This is further developed when we consider just how England ended up in a period of civil war. The English Civil War further explores changes in power and authority and asks students to consider how and why people held different views about the nature of power. Some felt the strengthening of parliamentary authority was vital and the power of a king should be proscribed. This central problem is evaluated by looking at Cromwell and the Interregnum, a commonwealth which briefly interrupted the system of constitutional monarchy for the only time in English national history and considers how regnal power was challenged and overthrown by Oliver Cromwell who in turn seemed to become a king himself. Yet ultimately the Monarchy was restored under the Restoration, albeit a monarchy much reduced in power.
- In Year 8 the **concept of historical diversity and global perspectives** is further explored in Britain's emerging empire. We look at the role trade and profit played in the development of the early empire and the Transatlantic Slave Trade in particular, considering how the establishment of an industrial and global trading system changed attitudes and beliefs as Europeans encountered other peoples. Links between the slave trade routes and the scale and success of the Industrial Revolution are made later. A range of diverse stories from across the British Empire provides different experiences and perspectives, and connections are revisited to tie pockets of information throughout Year 8 together by analysing links through empire with trade, slavery, identity, migration, race, profit, and political power.
- The theme of emerging **human and civil rights** is also central to the curriculum and is developed more meaningfully in Year 8. In year 7 the idea of who should have the authority to rule is analysed and students begin to develop an understanding that such authority is contested and changing. In Year 8, in topics such as the Civil War and Cromwell and the emergence of global empires, students consider how European encounters with other peoples challenged and reshaped ideas about the morality of empire and led to new notions of human rights. This is reinforced in Year 9 where students consider other factors that shaped these ideas, such as war and technology, and how human rights began to expand to include others historically excluded from power – such as women and the struggle for female suffrage and oppressed colonial peoples and ethnic and religious minority groups. This is consolidated in the topics studied towards the end of Year 9, where students consider the US black civil rights movement and the emergence of a more ethnically diverse Britain after 1945.
- **Diversity and a non-Eurocentric view of History** is another key aspect of the curriculum. Black History is

integrated throughout Key Stage 3. In Year 7 students look at the Medieval Empire of Mali which is picked up in Year 8 with the exploration of Slavery. The role of black people and their influence is central to the debate around abolition. In Year 9 we draw on the forgotten soldiers of the trenches, where we pause to consider why there is such a lack of evidence of black lives throughout all the periods studied. We explore civil rights in 20<sup>th</sup> century USA and Britain which focuses on for whom Britain was a good place after 1945.

- In year 8 students also consider the role of **popular resistance to power** such as the campaigns by working-class and middle-class people and by slaves and emancipated people of colour to abolish the Atlantic slave trade and examine the significance of the consequences of the trade from a global perspective. In Year 9 through the suffrage movement, we explore campaigns led by women and consider which methods were the most successful and why this is linked to the context of the First World War. Through the American Civil Rights Movement, we explore grassroots campaigns, legal challenges, direct action, and the evolution of the Black Power Movement which is linked to our last unit of work on Postwar Britain, which explores significant moments of social protest for different groups and considers the extent to which civil rights progressed.
- Use of **Historical evidence** is also a key conceptual focus. Enabling students to develop skills in evaluating the provenance of historical sources is central to developing students' historical thinking throughout Key Stage 3. Students encounter historical sources in all the units studied but, in some topics, there is a specific evidential focus. In Year 7 Crusades, students evaluate the provenance of Pope Urban II's speech, looking at making inferences to answer the question 'Why did people go on Crusade?' as well as the message and purpose of a source. This skill is developed in many places in year 8 in different units such as the Slave Trade and Oliver Cromwell and the Interregnum where students look at the context of historical sources and how that influences its content as well as evaluating how and why sources are subsequently interpreted differently. In Year 9, students evaluate sources about the Suffragettes, analysing the typicality, reliability and accuracy of sources based on historical context. This evidential work culminates in their work on the Holocaust where students look at an important historical debate between two historians on the cause of the Holocaust, using historical sources and historiographical context to unpick why historians disagree on explanations for a historical event, even when using the same sources.

## Rationale for Teaching History

While the goal of 'access to knowledge for all' is important, it must be understood that teaching History at Key Stage 3 should not be associated with immediate outcomes.

Students should be engaged in a process of historical enquiry throughout their study of history. Meaningful enquiries allow students to deepen their knowledge and understanding of key historical periods, issues, and questions. For this to be effective, students need to develop both in terms of the processes of historical enquiry, but also in mastering their use of the second-order concepts which underpin such enquiries.

However, the second order concepts in this model are not designed to be stand-alone marking criteria – they are inherently tied to the specific knowledge developed by students in each unit. Therefore, students are never asked to demonstrate progress against artificial criteria, but instead are asked to apply second order conceptual thinking to specific historical contexts to develop meaningful answers.

The progression model developed here at Parkside throughout Key Stage 3, is based on seven key aspects of historical thought referred to in the second order concepts (causation, change and continuity, using evidence, interpretations, significance, and perspectives (or mentalities) / Interpretations and the process involved in historical enquiry. Clearly, students' understanding of historical events, changes, people, and periods is dependent on their ability to marshal historical knowledge. However, for students to deepen their understanding of history, there needs to be an interplay of historical knowledge and conceptual understanding. The concepts will be re-visited by students throughout their historical studies in key stages 3-5, strengthening and building student thinking on each of these conceptual approaches in parallel with each other.

### **Historical language**

To develop historical understanding, pupils must have a secure grasp of historical substantive and second order conceptual language. Pupils will also be exposed to the etymology of key substantive terms. By understanding the history of key terms, students will gain 'powerful meaning' that will enable them to make wider historical and analytical connections. Repeated exposure to this language 'unlocks' the conceptual thinking about history and therefore students will encounter repeatedly and cumulatively over key stage 3 a range of historical language. For higher attainers this will enable them to not only navigate and express how to think about the past in different ways, both substantively and conceptually, but will also allow them to speculate about the discipline of historical enquiry where the historical domain is placed within a wider context of enquiry. This disciplinary thinking describes how we derive our historical knowledge and understanding, how it is developed and challenged over time.

## Teaching the History Curriculum

The lessons provided within the curriculum are based on a knowledge-rich history scheme and the key concepts of knowledge-rich teaching as set out in the Rosenshine Principles of Instruction. This means there is a real focus on subject knowledge and a true understanding of historical substantive concepts such as revolution, monarchy, and empire.

Students need to have a large amount of subject knowledge stored in their long-term memory to become competent in any subject. Pupils are far better equipped to apply historical thinking and use historical skills when faced with the information they know and understand. For this reason, these lessons are designed to teach history clearly and deliberately, emphasizing secure content knowledge before moving on to tasks. This is a step away from the 'student-centered learning' movement and puts value back onto the teacher and gives room for students to read and take notes and quiz themselves. This means students learn the content upfront and any misunderstanding or misconception is explained and addressed before students work independently, ensuring they feel more confident and are more focused on what is required. All central lessons follow the same pattern of I/we/you: Explanation/modelling >> guided practice >> independent practice.

As suggested in the Rosenshine Principles, all subjects are better understood when new information is related to prior learning. For example, the Peasants' Revolt is more easily understood when students have learnt and mastered the Feudal System and the Black Death. Prior learning and interleaving are therefore activated in every lesson, indicating where prior content or keywords should be revisited.

### So when we walk into a history lesson, what should we expect to see?

- **Recap** on previous learning – lessons start with a short review of previous learning. Often this will take the form of a short quiz on content from the previous lessons and any other lessons where the content may be relevant to the learning. As units progress, these quizzes become slightly more sophisticated and challenge students with higher order thinking as they are more confident in the content. Frequent review strengthens student memory and helps to ensure they are mastering the content.
- **Pre-teach** new material – before students read or discover new content themselves, teachers take a few minutes to explain any complicated or new concepts. This could include clearing up key language, new historical concepts or ideas, geography, or just simplifying what might seem overwhelming. Teachers may want to talk briefly (for non-specialists and new teachers there is suggested language in the accompanying teacher guidance to each lesson) or question students to pull out relevant ideas.



- **Read/discover** new material – each lesson provides a task where students are required to engage with new material. Often a worksheet, an extract from a historian or a short video clip is provided. Teachers can be as creative as they wish or have time for here. Students can work in pairs or groups or independently in their books. Extracts and worksheets can be read out by the teacher first or as a class before students begin on their own.
- **Condense** new material into an easily understood format – students will then reproduce what they have learnt into a format that will aid their understanding. Often this will be in the form of a comprehension task on what they have just discovered and again can be completed individually in a group or as a pair. Activities may also include completing a timeline, annotating a map or an image, producing a storyboard or completing a worksheet. These activities should be followed by a whole class check to ensure students have completed the task correctly. The teacher can question students, but a mini-plenary quiz is always provided with each lesson after this activity which can be self or peer-assessed.
- **Apply** new knowledge – having acquired new knowledge students must now apply it to a higher-order task. Lessons provide a range of tasks to achieve this including source analysis, further reading of a more complex piece of historical writing or extended writing (given time constraints this often takes the form of an explaining paragraph which will work towards a longer piece of writing for assessment).
- **Review material learnt** – each lesson ends with a review quiz in which students must answer a slightly more complex or open set of questions on the content from the lesson. Again, depending on time these can be bounced around the room verbally by the teacher or written in books and self or peer assessed. However, teachers need to regularly cast an eye over these tests to make sure all students are keeping up. The more students review the content, the more student memory is strengthened.
- **In Year 11 history lessons we particularly expect to see:**
  - The same pattern of learning articulated in Key Stage 3: I/we/you.
  - Teachers guiding students on how to answer different questions stems. A few include:
    - *Explain why? What can you infer? Write an account? How useful is the source? How far do you agree? How important was it?*
  - Pupils annotating interpretations and considering the evidence it is based on and planning their answers.
  - Pupils writing their responses to ‘How far do you agree’ questions (25 mins); Teachers circulating.
  - Pupils reading out their responses and taking feedback on how to improve.
- **In Sixth Form history lessons we particularly expect to see:**
  - The same pattern of learning articulated in Key Stage 3: I/we/you.
  - Frequent opportunities for independent student responses to texts, questions, and discussion points
  - High academic expectations alongside effective support for students at different levels
  - Critical thinking opportunities for a challenging, high-quality discussion between students.
  - Students referring to well-organized materials, notes, and work from previous lessons to support their learning.

Our curriculum is designed to provide a challenge for all learners. Teachers are expected to adapt resources for the needs of their students.

#### SEND adaptations:

- Consider a sequence of lessons, prioritize the central lessons of an enquiry. Identify relevant prior learning students have and use it as a link to the new enquiry to build and relevance.





- Chunk content into shorter sequences, with frequent opportunities for consolidation and checking understanding.
- In whole class reading, a teacher reading fluidly and pausing to check understanding can be more beneficial than students struggling with reading fluently and content getting lost. When there is a significant key 'tricky' word use chanting to build confidence e.g., feudalism, the papacy, reformation.
- Revisit chronology through timelines and sorting activities weekly, e.g., can students spot the anachronism within a period. Can they put 5 events from the enquiry in the correct order? They should become fluent at changing between dates, decades, centuries and 'periods' of history e.g., medieval, renaissance, industrial.
- Homework should support the central content of every lesson and reinforce the central concept of the week. Topic summary sheets, Seneca, and fluency sheets can be used to support this learning.

### Most able adaptations:

- In a high ability setting the higher stakes learning activities should be prioritized within a lesson. If there are individuals within a mixed ability group, the additional resources (worksheets) can be printed to allow students to work independently at a quicker rate. Check understanding through extended written work.
- Reading is crucial for developing nuance, many lessons include additional reading from historian scholarship. This can challenge pupils to consider why there are different interpretations of the same event or period. Additional reading lists from your school library will help students develop their contextual knowledge.
- Allowing students to consider the complexities of chronology, such as where one period ends and another begins, and developing their sense of period will provide a solid foundation for Key Stage 4 thematic studies on which to layer their content knowledge at GCSE.
- Additional to the class homework, most able students will benefit from independent research projects that supplement central concepts.

## Assessing the History Curriculum

### Formative Assessment in History

Our curriculum emphasizes secure knowledge as the foundation before progressing to the application of the skill (e.g., evaluation). Lessons begin with 'Do Now' which test new and prior knowledge and lessons end with a review quiz that also checks new and prior knowledge. There are frequent pause points in many lessons to recap and test the main concept or knowledge of a lesson.

In the notes section of resource PowerPoints, we offer guidance on the questions that should be asked in a lesson to check for understanding and provides teachers with the responses they should expect to elicit from students.

Regular extended tasks contained within the scheme of work demonstrate whether students are accurately embedding the key knowledge and applying the key skill into developed responses. By reviewing these tasks as part of whole-class feedback, teachers can identify the things that students can and cannot do. This enables teachers to adapt their teaching to ensure that they only move on when students are secure.

Every enquiry is a BIG question which needs to be answered, this means a unit of work usually culminates in the question being answered by pupils in an assessment lesson. Quizzing platforms, like Seneca, are linked to the United Learning history curriculum resources on the curriculum website where they exist, to make using these accessible for teachers to match the content. In every unit of work.



## Summative Assessment in History

Year 7, 8 and 9 will sit a common end of year assessment. This is structured in three sections:

|                          | Section A:<br>chronology & knowledge              | Section B:<br>skills  | Section C:<br>extended writing   |
|--------------------------|---|---|----------------------------------|
| <b>Year 7</b><br>60 mins | MCQ and closed questions.<br>Sequencing activity. | Source inference.<br>Describe.  | Statement. How far do you agree? |
| <b>Year 8</b><br>70 mins | Closed questions.<br>Sequencing activity.         | Source utility.<br>Explain/change.  | Statement. How far do you agree? |
| <b>Year 9</b><br>70 mins | Closed questions.                                 | Narrative account.<br>Interpretations, what is different, which is the most convincing? | Statement. How far do you agree? |

The assessments are summative, so in Year 9 there will be knowledge from across Year 7 and Year 8.

Where possible these are sat in a central exam hall, where all students in the year group sit it at the same time.

## Recovery and Catch-up in History

Once an assessment has been made of where there are gaps in either content knowledge or/ and with skills the following can be used to support the pupils to help them catch up:

- United Learning pupil curriculum website recorded lessons.
- Oak Key Stage 3 resources and catchup resources.
- Print out the United Learning teacher resources (worksheet packs) from the teacher curriculum website.
- Use Seneca to test their knowledge.

Departments will also meet to discuss where there are skills gaps and mindfully feed this forward into their planning of disciplinary history next year across the new content.

## Progression in the History Curriculum

### Progression between Key Stages

Pupils arrive at secondary history with a variable range of knowledge and skills. The Romans and Anglo-Saxons are expected to have been delivered in Year 6 and it is worth formatively checking this baseline learning in the early days of your Key Stage 3 curriculum. At Key Stage 3, we build on concepts that will be emerging such as empire, power, and rebellion. Where there is existing knowledge in separate units, we try to help students make links and adapt their thinking, so it transcends periods, places, and people.

Key Stage 3 history curriculum is an exciting place for students to connect with stories from our past. At Key Stage 4 pupils are on an academic pathway to develop their disciplinary knowledge and deepen their substantive knowledge across four key units of an exam specification. Important historical skills are developed from analysing evidence and evaluating interpretations.

At Key Stage 5 pupils develop highly sought after and transferable skills. These include being able to effectively communicate complex ideas, the ability to research, analyse and evaluate information, both orally and in writing, and the capacity to make substantiated judgements, all whilst developing independent work skills.



## Progression to University and Careers

History is one of the Russell Group Universities' 'facilitating' subjects — so-called because choosing them at A-level allows a wide range of options for degree study. One of the most flexible of qualifications, history provides an excellent pathway to degrees such as history, law, English and philosophy, and beyond that to a range of interesting careers.

Pupils can learn about researching and selecting the right history course here: [Historical & Philosophical Studies | Subject Guide | UCAS](#) and here: <https://www.thecompleteuniversityguide.co.uk/subject-guide/history>

