

Intent statement

Our curriculum is designed to promote a life-long passion and engagement with History for our students to make them inquisitive about the past and to provide them with a broad historical perspective which allows pupils to view the world with an informed understanding of the past, and to make sense of their place in the world.

Implementation:

Our curriculum ensures that children have an opportunity to study of the major upheavals and talking points in 'our island story' by investigating landmark event in English History from the Norman conquest through to the 20th Century. Alongside this children will also have the opportunities to investigate key historical events which have affected different countries and cultures, and study non-European perspectives as part of their core History curriculum. They will be able to explore and analyse the contribution that women have made to both British history and the wider world. Local history will be a key aspect of our curriculum providing our learners with opportunities to study how Leicester and the surrounding region have featured in key aspects of the past. This approach will ensure that all children from whatever background are engaged and enthused by their study of History.

History has a significant cross-curricular impact and links between other subjects and history can be seen throughout a typical school day. Therefore, it is important that our curriculum equips pupils with the knowledge and skills they require to make sense of other areas of the curriculum that they will encounter during their school life.

Key Skills

- Chronology – pupils need to be able to sequence events in the correct order and have a strong understanding of when events took place.
- Narrative – children need to be able to write an account of events in history using a logical chronological structure.
- Analysis and evaluation – the ability to write a balanced assessment e.g. how important was one cause or effect when compared with other factors?
- Comparative skills – being able to draw parallels, make links and spot similarities and differences between key individuals, events and periods in history.
- Continuity and change – understanding periods where rapid or gradual change occurs, things stay the same and the reasons why change or continuity can take place.
- Cause and consequence – pupils are able to explain why events take place and the consequence of these events and the difference between these two concepts.
- Significance/importance – explain why a particular individual or event was important in shaping the history of that period in time.
- Inference – children need to be able to find 'hidden' meaning within historical evidence, e.g. what sources suggest but don't directly state.
- Utility – children need to be able to analyse the usefulness of a source based on its content, provenance and by applying contextual knowledge.
- Provenance – be able to think carefully about how the origin of a source or interpretation might influence its opinion or judgement.
- Independent learning and critical thinking e.g. how convincing do you find evidence and opinions you are presented with?

- Reading – Reciprocal reading strategies will be taught and utilised in the classroom to help pupils to tackle challenging texts and historical scholarship.
- Writing – pupils will have regular opportunities in lessons to practice and develop their extended, independent writing skills.

For Example:

Year 7 History Vocabulary List			
Church	Conqueror	Coronation	Crusades
Doom painting	Dysentery	Excommunicated	Feudal system
Heir	Humours	Invasion	Magna Carta
Monastery	Monk	Motte and Bailey	Norman Conquest
Parliament	Peasants' Revolt	Pope	Pilgrim
Rebellion	Saracen	Siege	Tithe
Trial by ordeal	Villein	Wars of the Roses	Wattle and daub

Curriculum Overview

Key Stage 3: Year 7: Medieval and early modern History

	Topics covered	Key issues to be explored
Autumn Term 1	What is History? The Norman Conquest (1066 key events, William's conquest of England - Domesday book, castles etc..)	What does a historian do? How can History be dangerous? Why did William I become king of England in 1066? How did the Norman conquest change England?
Autumn Term 2	Life in Medieval England (women, religion and the church, life in villages) Crown and the people (Queen Matilda, Thomas Becket - murder in the Cathedral, King John and Magna Carta, Eleanor of Aquitaine and the Peasants' revolt)	What was life like for people living in medieval England? What challenges did medieval monarchs face? How successful were these challenges?
Spring Term 1	Crown and the people (Queen Matilda, Thomas Becket - murder in the Cathedral, King John and Magna Carta, Eleanor of Aquitaine and the Peasants' revolt)	What challenges did medieval monarchs face? How successful were these challenges?
Spring Term 2	Meanwhile, elsewhere.... Saladin and the Third Crusade	How was Saladin able to re-capture Jerusalem from the crusaders in the late 12 th century?

	Mansa Musa and the Mali Empire	
Summer Term 1	The Wars of the Roses - the Princes in the tower and Richard III, the battle of Bosworth, Henry VII	Was Richard III responsible for the murder of the 'princes in the tower'? Why was Richard defeated at the battle of Bosworth?
Summer Term 2	Henry VIII - marriage issues and the Reformation, dissolution of the monasteries Tudor monarchs after Henry VIII - Edward VI and Mary I	Why did Henry break with the Catholic church in 1533? How did religious change affect England under Edward and Mary?

Year 8: Britain in the late 16th/17th century, development of Empire and Britain and the slave trade

	Topics covered	Key issues to be explored
Autumn Term 1	Elizabeth I - challenges faced, marriage, religion, relations with Spain	How did Elizabeth survive and overcome the challenges she faced as queen?
Autumn Term 2	The Stuart Age and English Civil War - James I and Gunpowder plot, Charles I and civil war, Charles' execution and Cromwell, witchcraft in the 17 th century	Why did England descend into Civil War? What were the key consequences of Parliament's victory in the Civil War?
Spring Term 1	India and the British Empire - India before Empire, origins of British control and the East India Company	What was India like before the British Empire? How did Britain gain control over the Indian sub-continent?
Spring Term 2	India and the British Empire - life in India under British rule, 1857 and resistance to British control	What was life like in India under the British Empire? 1857 - mutiny or war of independence?
Summer Term 1	Britain and the slave trade - West Africa before the slave trade, origins of the slave trade, slave voyages and life on plantations	What was life like in West Africa before the transatlantic slave trade? How did Britain benefit from the slave trade?
Summer Term 2	Britain and the slave trade - the end of the slave trade, Haitian revolution, abolition movement, effects and consequences of the slave trade	Why did the transatlantic slave trade end in the 19 th century? What were they key long-term effects and consequences of the slave trade?

<u>Year 9</u>	Term 1 World War 1	Term 2 World War 1 and the effects of the war in the 1920's.	Term 3 Rise of Hitler and causes of World War Two	Term 4 Events in World War 2	Term 5 The Holocaust	Term 6 How did Britain change after World War Two?
<u>Year 10</u>	Term 1 America 1920's and 1930's	Term 2 America 1930's, 40's, 50's and 60's	Term 3 The origins of the Cold War	Term 4 The Development of the Cold War.	Term 5 The Transformation of the Cold War	Term 6 Britain Health and the People – Medieval.
<u>Year 11</u>	Term 1 Medicine – Ancients and Medieval.	Term 2 Medicine – Renaissance and Industrial revolution.	Term 3 Medicine – Twentieth Century and today.	Term 4 Revision on America	Term 5 Revision and Exams.	Term 6 Revision Exams
<u>Year 12</u>	Term 1 Henry VI and Weimar Germany	Term 2 Henry VII and Weimar Germany	Term 3 Henry VIII and Weimar Germany	Term 4 Henry VIII and Nazi Germany	Term 5 Henry VIII and Nazi Germany	Term 6 Edward VI and NEA
<u>Year 13</u>	Term 1 Edward VI and Mary I Nazi Germany	Term 2 Elizabeth I and Nazi Germany	Term 3 Elizabeth I and NEA	Term 4 Elizabeth I and Nazi Germany	Term 5 Revision and Exams	Term 6 Revision and Exams

Timetabling

At **Key Stage 3** Year 9 students have 3 x 1 hour lessons every two weeks. These are single lessons. Years 7 and 8 students have 4 x 1 hour lessons every two weeks. These are single lessons.

At **Key Stage 4** students have 6 x 1 hour lessons every two weeks. The majority of groups get a double lesson.

At **Key Stage 5** students have 5 x 1-hour lessons per week.

Assessment

Students complete regular formal assessments in the classroom. This will be seen in books through Purple Paper, where pupils have completed assessments and then spent DIRT time improving them and developing this by completing a similar task. At key stage three they sit a synoptic assessment twice at least every term, which covers content taught up until that point. These deep pieces of marking (involving the Purple Paper) are a combination of low stakes questions and GCSE style questions that will give the students a chance to demonstrate their progress. The low stakes questions will measure how much knowledge has been retained whilst the longer questions will allow students to illustrate second order concepts such as change and continuity.

Throughout the year, students will be assessed in a variety of ways with longer GCSE style questions being tackled in each unit. What is more, students are regularly assessed on their knowledge and understanding via Retrieval Practice at the start of lessons and Cold Calling questioning, this may well involve the white boards that pupils have use of in the lesson.

Intended Outcome:

- Units of learning will be built around key questions/issues which can be debated, students will learn to use evidence to put forward an argument and also be able to consider a counter-argument/alternative viewpoint, thus promoting a quality of humility in their argument.
- Critical thinking skills - History will provide pupils with opportunities to rigorously question evidence they are presented with, to assess how useful, trustworthy and reliable sources are and not just to accept material at face value.
- Students will be encouraged to develop empathy skills, placing themselves in the place of key characters and ordinary people from the past and thinking carefully about how and why decisions might have been made and actions were taken.
- Students will understand how modern Britain has been shaped by its past and draw parallels between current events and our history equipping them for life in Britain in the 21st century.
- Persuasive writing – pupils will be taught how to construct a logical and persuasive argument when presented with historical controversy.
- There will be opportunities to learn about the history of other countries and cultures alongside our study of English history.
- Key historical source skills such as inference, utility, reliability etc. will be taught from year 7 onwards to equip children with the skills they require to be successful at both GCSE and A Level.
- Our aim is to provide students with opportunities to visit historical sites, places of interest, museums etc. within each year of their study of History to excite and engage them in their learning.
- Latest historical scholarship will be utilised both to inform teachers' thinking and planning and to enhance pupils' study of the past – allowing pupils to interact with current debates in history.
- Academic literacy - key vocabulary and substantive concepts will be explored in lessons and tested to check understanding.