The Lionheart Educational Trust: History Subject Manifesto

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

Our curriculum ensures that learners have frequent opportunities to study some of the major developments that have shaped Britain by investigating landmark events from the Norman Conquest through to movements for civil rights in the 20th century. There is a strong focus on local history in order to embed the concept that history is all around us and to instil a sense of respect for those who came before and helped to make our nation what it is today.

Additionally, learners will investigate key historical events that have affected different countries and cultures around the world, understanding and evaluating diverse perspectives as part of their core History curriculum. This approach will ensure that all pupils from whatever background are engaged and enthused by their study of History within our schools.

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 they may encounter during their school life.

Extra-curricular opportunities will be offered at different points during the KS3 journey to ensure learners are exposed to different aspects of history through a range of activities. They will develop an understanding of key research and career areas that History students may pursue, having developed a range of transferable skills that lend themselves to many career paths. These include history-specific careers such as Archaeologists and Historians; government employees such as Civil Servants or Lawyers; and also the armed forces, creative industries, and travel and tourism.

The Key Stage 3 curriculum was reviewed during the latter part of the 2024-5 school year and a plan has been put in place to roll out the modified curriculum, outlined below. from September 2025.

Schemes of Work – Key Stage 3 (Year 7 to 9)

The Lionheart Educational Trust has a common curriculum across all schools at Key Stage 3 to ensure consistency in teaching and learning as well as reducing workload through a set of common resources which can be used by all teachers. Individual Heads of Department/Faculty within each school have the discretion to adapt lessons in order to make them more relevant and accessible to their particular contexts.

For example, Castle Rock and the Newbridge School are both situated in Coalville and therefore have direct links to the Industrial Revolution and so may choose to spend longer focusing on aspects of Coalville's mining history than other schools. Cedars Academy has Anglo-Saxon ruins nearby and may spend time introducing learners to this local site. Sir Jonathan North is an all-girls school and so may want to spend more time looking at

empowering female role models within history within the context of wider topics covered. However, it is still the expectation that the same core content is covered in the curriculum so learners across the trust have a broadly similar and high-quality educational experience. Lionheart schools also complete common assessments at Key Stage 3 in order to ensure consistency in marking, feedback and moderation, with resources provided to support this.

Year 7: Medieval and early modern History

	Topics covered	Key issues to be explored
Autumn Term 1	What can my local area tell me about History? • What characterises different periods from 1066 to now? How was our local area affected by key periods in history? Where can we see traces of history in the local area today? • *Develop understanding of chronology, different types of historical source* How did the Normans conquer England? • 1066 succession crisis, key battles, rebellion and control, William I's consolidation of power • *Begin to develop ability to write like a historian*	How do we study history? What can we learn from primary sources? What is the work of a historian? Who had the strongest claim to the throne in 1066? How did William I become king?
Autumn Term 2	How did the Normans change England? • Landholding, social hierarchy, language and culture, castles and religion • *Begin to develop understanding of continuity and change and how to communicate this in writing* What made a 'good' medieval monarch? • What were William I's key characteristics? • How do his successors compare? Key monarchs from Henry I to John I • *Begin to develop ability to make historical judgements and communicate them in writing*	How did the Norman conquest change England? How did the Normans become the elite in British society? How did this affect landowning, culture etc How did medieval kings wield their power? What made a strong claim to the throne? What constituted a good leader in medieval England? Where are our medieval queens?
Spring Term 1	Life In Medieval England • Power to the people? Why did the peasants rebel against the king? Richard II's kingship, the Black Death, the Peasant's Revolt • *Cause and Consequence, developing historical narratives*	What did Richard II do to anger the peasants? How did the black death destabilise England?

	• Did women really experience a golden age in medieval England? • *Exploring and comparing historians' interpretations, evaluating their validity*	How did the lives of women change in medieval England? Do you agree with the historian's perspective?
Spring Term 2	The Islamic World • How far did the Islamic Empire stretch? Growth and timespan, education and technology, medicine and religion, the early crusades • *Continue to develop understanding of cause and consequence, primary source analysis*	How did culture, religion, learning and technology develop? How did the Islamic Empire expand? What happened in the early crusades?
Summer Term 1	West African Kingdoms in the 13th and 14th centuries • Mansa Musa and the Mali Empire • The rise and fall of the empire • Sonni Ali and the Songhai Empire • The Asante Empire • *Continue to develop understanding of change and continuity*	Why was Mansa Musa the richest man in the world? What are the similarities/differences between Mali and other West African kingdoms? What came after the Mali Empire?
Summer Term 2	The early Tudor era • The Wars of the Roses, the Princes in the tower and Richard III • Did Henry VII bring stability or conflict to England? • *Evaluating importance, develop ability to make judgements using evidence*	What happened to the 'princes in the tower'? Why was Richard defeated at the battle of Bosworth? Why did Henry VIII break with Rome? How did religious change affect England under Edward and Mary?

Year 8: Britain in the late16th/17th century, development of Empire and Britain and the slave trade

	Topics covered	**Key issues to be explored**
Autumn Term 1	The Tudors: Henry VIII-Elizabeth I • Henry VIII – marriage and the Reformation, dissolution of the monasteries • Tudor monarchs after Henry VIII – England in crisis? Edward VI and Mary I • Elizabeth – the marriage question, relations with Spain, exploration to the New World • *Continue to develop ability to write like a historian, using evidence and analysis*	How did Elizabeth survive and overcome the challenges she faced as queen?

Autumn Term 2	Was 17th century England really 'a world turned upside down?' • James I and Gunpowder plot, the Stuart Age and English Civil War, Charles I and Cromwell, witchcraft in the 17th century • *Continue to develop understanding of primary source analysis*	Why did England descend into Civil War? What were the key consequences of Parliament's victory in the Civil War?
Spring Term 1 - 2	The Industrial Revolution • How industrialisation impacted Britain, urbanisation and new technology • Evaluating the impacts on key population groups – women, children, class divides • *Continue to develop understanding of continuity and change and how to communicate this in writing*	What made Britain ripe for industrialisation? Connections with Empire and Transatlantic Slave Trade?
Spring Term 2 – Summer Term 1	The British Empire • Life in India under British rule, 1857 and resistance to British control • Evaluating historians' interpretations including Sathnam Sanghera's *Empireland* • How did Empire shape modern Britain? • *Continue to develop ability to analyse and evaluate historians' interpretations*	How and why did the British Empire grow? Why was India so significant to the Empire? How did Britain gain control over the Indian sub-continent? What perspectives do modern historians have on the Empire? How far can we agree? Connections with industrialisation and the Transatlantic Slave Trade
Summer Term 2	The Transatlantic Slave Trade and resistance • West Africa before the slave trade, origins of the slave trade, Britain's involvement in beginning and developing the slave trade, voyages and plantations • Resistance to slavery – how did enslaved people challenge their treatment? • *Continue to develop ability to explain cause and consequence/ developing historical narratives*	How did the slave trade develop? How did Britain benefit? What were the key consequences of the slave trade? How did people resist enslavement? How and why was the slave trade finally abolished? Connections with industrialisation/Empire

Year 9: The 19th and 20th century; people, protest and war in the modern world

	Topics covered	Key issues to be explored
Autumn Term 1	How did women fight for their rights in 19th century Britain? • Life for women pre-1900, Early thinkers and legal change, Suffragists + Suffragettes, WWI and legal change • *Develop ability to organise historical evidence and write historical narrative*	Why and how did people protest for the vote? How successful were they?
Autumn Term 2	First World War • Causes – long and short term, trench warfare, forgotten voices, contribution of Empire, the home front, contributions of women (links to Suffrage movement) • *Develop ability to write like a historian – explain and construct judgements* • *Continue to develop understanding of primary source analysis (future)*	Why did war break out in 1914? How did Britain's Empire contribute? What were the effects of the war?
Spring Term 1	Why was politics so bloody in early 20th century Europe? • The impacts of WWI – Russia and revolution, rise of communism • The rise of Fascism in Italy • The impacts of war and rise of Nazis in Germany • *Primary source inference, develop ability to use evidence to explain historical events*	How did WWI impact countries in Europe? How did WWI affect politics in Europe? Why did politics become more extreme? How did political change impact European countries?
Spring Term 2	Second World War, 1939-45 • Causes, appeasement, experience of war in Britain, contributions of women and empire, D-day and the end of the war • *Continue to develop ability to explain cause and consequence/ developing historical narratives* • *analyse and evaluate historians' interpretations (future)* •	How did WW1 lead to WW2? What contributions did women and people of empire make? How was the war won? What was the biggest turning point of WWII?
Summer Term 1	**The Holocaust** • Origins of anti-Semitism, the lives of Jews before the war, Anti-Jewish policies, the Final Solution, the	What were the origins of anti-Semitism? What were the lives of Jews like in

	murder of other groups, effect on the wider world. • **A post-war world** – mini-study focusing on one aspect of impacts of WWII e.g. Britain and the NHS, migration, role of women • ***Develop understanding of cause and consequence / change and continuity over time***	Europe before WW2? What happened in the Holocaust? What were the long-term impacts of the Second World War?
Summer Term 2	Post-war world: How did people fight for civil rights in the 20th century? • Britain and the USA (option to avoid KS4 crossover: South Africa) • Britain – WWII and migration, Legal changes and Empire, Bristol Bus Boycott, colour bars, Mangrove 9, Brixton riots • USA – 1920s southern states, post-WWII Great Migration, Civil Rights groups, • *Cause and consequence/ comparison of historical events*	Why was there increased migration after WW2? How did this impact Britain? How did migrants fight for equal opportunities? How does this compare to the USA? Why do we remember the US Civil Rights movement more keenly?

History at Key Stage 4 (Year 10 and 11)

At present Lionheart Educational Trust schools follow different topics and exam boards at GCSE. This is part of the legacy of all schools joining the Trust at different times, many of which already had effective GCSE curricula in place.

The decision has been taken to allow schools to teach their own history curricula for the time-being with the expectation that new GCSE specifications are likely to be rolled out by a new government within the next few years. This will be reviewed when new GCSE specifications are issued.

It is the intention that when the government does issue new GCSE specifications, all schools in the Trust will follow the same examination board to enable common training and assessment policies. Decisions regarding the specific content to be covered within that exam board specification will be made when updated specifications are available.

At present there are a number of schools which do follow the same examination board and the same specification and links have been made between these schools to support common planning, assessment and training.

The specifications can be found in the table below:

School	Exam Board	Content
Beauchamp College	AQA	<u>Paper 1:</u> 1.Opportunity & Inequality USA 1920-1973 2. Conflict and Tension between East and West 1945-1972 <u>Paper 2:</u> 1. Power and the People c.1100-Present Day 2. Elizabethan England c.1568-1603
Castle Rock	Edexcel	<u>Paper 1:</u> Medicine in Britain c.1250-Present Day <u>Paper 2:</u> 1. Early Elizabethan England 1558-1588 2. Superpower Relations and the Cold War 1941-1991 <u>Paper 3:</u> Weimar and Nazi Germany 1918-1945
Cedars	OCR	<u>Paper 1:</u> Unit I: The People's Health, c.1250 to present (Thematic Study) Unit II: Elizabethan England (British Depth Study) <u>Paper 2:</u> Unit III: History around us (Site Study) <u>Paper 3:</u> Unit IV: The making of America, 1789-1900 (Period Study) Unit V: Living under Nazi Rule, 1933–1945 (World Depth Study)

Humphrey Perkins	Edexcel	Paper 1: Crime and Punishment c.1000-present day Paper 2: 1. Early Elizabethan England 1558-1588 2. Superpower Relations and the Cold War 1941-1991 Paper 3: Weimar and Nazi Germany, 1918-1945
Judgemeadow Community College	Edexcel	Paper 1: 1. Crime and Punishment c.1000-present day Paper 1: 1. Henry VIII 1509-1540 2. Superpower Relations and the Cold War 1941-1991 Paper 3 Russia and the Soviet Union 1917-1941
Mercia Academy	Edexcel	Paper 1: 1. Medicine in Britain c.1250-Present Day Paper 2: 1. Early Elizabethan England 1558-1588 2. Superpower Relations and the Cold War 1941-1991 Paper 3: Weimar and Nazi Germany, 1918-1945
Martin High School	AQA	Paper 1: 1.Opportunity & Inequality USA 1920-1973 2. Conflict and Tension between East and West 1945-1972 Paper 2: 1. Medicine and Health through Time c. 1100 – Present Day 2. Elizabethan England c.1568-1603
The Newbridge School	Edexcel	Paper 1: 1. Medicine in Britain c.1250-Present Day Paper 2: 1. Early Elizabethan England 1558-1588 2. Superpower Relations and the Cold War 1941-1991 Paper 3: Weimar and Nazi Germany 1918-1945
Sir Jonathan North	OCR	Paper 1: Unit I: The People's Health, c.1250 to present (Thematic Study) Unit II: The Norman Conquest, 1065–1087 (British Depth Study)

		Paper 2: Unit III: History around us (Site Study) Paper 3: Unit IV: The making of America, 1789-1900 (Period Study) Unit V: Living under Nazi Rule, 1933–1945 (World Depth Study)

History at Key Stage 5 (Years 12 and 13)

Lionheart Trust currently has five schools which offer A-level History (Beauchamp College, Beauchamp City Sixth Form, Castle Rock, Cedars Martin Sixth Form) and one school which offers A-level Politics (Beauchamp College).

All schools follow the AQA specification and, with the exception of Castle Rock, follow the same content on a legacy curriculum. From next academic year, A-Level History groups at Castle Rock will follow the common curriculum.

Should a new A-level specification be part of government policy following the forthcoming general election then the situation will be reviewed with the aim that all schools would follow a common curriculum. This is due to the higher workload implications and requirements for subject expertise needed at A-level.

Due to the common exam board, however, moderation is possible between settings for the NEA (coursework) module due to common assessment requirements.

The specifications can be found in the table below:

School	Exam Board	Content
Beauchamp College Beauchamp City Sixth Form Cedars Martin Sixth Form	AQA	Paper 1: The Tudors, 1485-1603 Paper 2: Germany: Democracy and Dictatorship 1918-1945 NEA: Choice of essays: 'The American Federal Government was the most responsible for the progress of Black Civil Rights 1877-1968.' To what extent do you agree with this statement? or 'How far did women gain political, social and economic equality with men in Britain during the period 1897 to 1997?' **Beauchamp City Sixth Form only:** As above but also including a choice of: 'In the context of the period 1847 to 1947, to what extent was imperialism the main reason for the collapse of British rule in India?'

Castle Rock	AQA	Paper 1: Unit 1J The British Empire 1857-1967 Paper 2: Unit 2N Revolution and Dictatorship in Russia 1917-1953 NEA: The main threats to the Tudor dynasty stemmed from changes to religion and religious practices. How far do you agree with this statement, in the context of 1509-1603?

Key principles for History curriculum

- 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 position 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 British 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 and places of interest over the course of their study of History to excite and engage them in their learning.
- Recent 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. To this end, all schools have a subscription to the Historical Association to provide up to date analysis and high quality subject specific CPD.
- Academic literacy - key vocabulary and substantive concepts will be explored in lessons and tested to check understanding. Students will be introduced to the work of historians as well as other forms of history e.g. public history through memorials and museums with opportunities to develop cultural currency.
- Literacy – All Lionheart Schools follow the Lionheart Trust literacy strategies. Regular opportunities are given for students to develop reading and writing skills.

Historical skills to be developed as part of the curriculum

- Chronology – pupils need to be able to sequence events in the correct order and have a strong understanding of when events took place.
- Narrative – learners 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 and come to a reasoned and substantiated judgement e.g. how important was one cause or effect when compared with other factors? What was the biggest turning point of X?
- 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. students analyse whether interpretations and historical sources are convincing, including the role of nature, origin, purpose.
- 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.
- Empathy – Students are given opportunities to empathise with people from history and to explain their motives and mindsets in order to develop a greater understanding of the past but also humanity today.

Assessment and Feedback

Lionheart Trust has a separate assessment and feedback policy which is reproduced here:

Modes of Feedback

Key Stage 3

- **Formative assessment in each lesson** through retrieval practice starters and correction of appropriate work in lessons e.g. comprehension questions**.** Used to inform teacher re-teaching, questioning and clarifying. Pupils mark their own work using green pens; teacher will question students as individuals or as a whole class to check understanding. There should be evidence of student corrections in books, but common misconceptions may result in whole-class teaching.
- **Live marking** will identify following of presentation standards (PROUD); use of full sentences/literacy/SPAG; historical understanding; use of evidence; quotation from sources. This should be used as an opportunity to praise students when they get it right, build confidence, build resilience, and enable students to correct work in real time. This may be evident in books through use of red pen but may also result in verbal feedback and whole-class teaching.
- **End of topic tests**. Knowledge tests marked by pupils in class for immediate feedback, and used to help recall knowledge which will be used in extended tasks. Extended writing opportunities will be marked by teachers (although we are currently trialling use of marking grids and computer marking in order to improve turnaround time).
- **Whole class feedback** (Close the Gap) activities have been created to follow each mid-topic and end of topic test to ensure pupils can improve on common problems e.g. literacy/SPAG; paragraph structure; use of evidence; depth of explanation; links back to the question. This is created centrally but can be adapted by

individual teachers to address student misconceptions. Exemplar material will be provided to students in at least one example.

- **End of Year 'Big Test' style** multiple choice end of year test. Year 7 will cover only Year 7 knowledge; Year 8 will cover 30 questions on Year 8 and 10 on Year 7; Year 9 will cover 30 questions on Year 9, 10 each on Year 8 and Year 7. This will prepare students for revision techniques but also the experience of sitting a test at the end of a long period of study, similar to GCSE/A-level.

Key Stage 4

- **Formative assessment in each lesson** through retrieval practice starters and correction of appropriate work in lessons e.g. comprehension questions**.** Used to inform teacher re-teaching, questioning and clarifying. Pupils mark their own work using green pens; teacher will question students as individuals or as a whole class to check understanding. There should be evidence of student corrections in books, but common misconceptions may result in whole-class teaching.
- **Live marking** will identify following of presentation standards (PROUD); use of full sentences/literacy/SPAG; historical understanding; use of evidence; quotation from sources. This should be used as an opportunity to praise students when they get it right, build confidence, build resilience, and enable students to correct work in real time. This may be evident in books through use of red pen but may also result in verbal feedback and whole-class teaching.
- **Topic Tests and Skills Tests** including knowledge tests and exam-style questions. Knowledge tests marked by students with instant feedback in class; exam-style questions marked by teachers with whole-class close the gap activities as feedback.
- **Folder checks** for completion of work and organisation – this will largely be done in lessons.
- **Trial exams** – teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/re-teaching as needed.
- **Whole class feedback** (Close the Gap) activities have been created to follow each topic test to address common misconceptions/errors in exam technique. Exemplar material will be provided to students in at least one example. At present this is not centrally provided as all schools follow different exam boards and topics.

Key Stage 5

- **Formative assessment in each lesson through retrieval practice starters.** Used to inform teacher re-teaching, questioning and clarifying. Pupils mark their own work using green pens; teacher will question students as individuals or as a whole class to check understanding. There should be evidence of student corrections in books, but common misconceptions may result in whole-class teaching.
- **Pupil marking** of all appropriate work in lessons.
- **Topic tests:** teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/re-teaching as needed.
- **Trial Exams;** teacher marked and individual next steps for pupils. Whole class feedback (WCF) and used to inform independent pupil work and planning/re-teaching as needed. Follow up questions to track gap closing.
- **Folder checks** for completion of work and organisation.
- **Whole class feedback** (Close the Gap) activities have been created to follow each topic test to address common misconceptions/errors in exam technique. Exemplar

material will be provided to students in at least one example. At present this is not centrally provided as all schools follow different exam boards and topics.

Pupil Actions Following Feedback

- **Correct and improve work**, close the gap activities, analysis of model answers through highlighting/annotation.
- Identify how to use the learning in future assessments. Depending on school context, students are encouraged to reflect more generally on skills such as revision practice.
- Teacher may set specific comprehension, skills or research work to improve student knowledge and understanding.

Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
Pupil Marking	Every lesson	Every lesson	Every lesson and for independent work
Live Marking	Some pupils every lesson (if possible). Focused on Proud, SPAG, completion and organisation.	Some pupils every lesson focused on SPAG, completion and organisation.	As appropriate, focused on SPAG, completion and organisation.
Topic Tests	1 per topic (approx. 6 topics per year – this is currently under review)	1 per topic (2 big topics per year i.e. USA/Cold War, each breaks down into approx. 3 topics = 6 tests per year)	2-3 per term for each side of the course (minimum 4 pieces assessed each term)
Trial Exams	Key vocabulary tests at two points in the year	2 in Y10 (summer term only this year, but we would like it at same time as Y12 in April); 2 Y11 (currently Autumn Term only), we would like an additional one in Y11 April.	Two in Y12 (Jan & April); Two in Y13 (Nov & Feb)