

## What do we do?

To study history is to study change – pupils are challenged to not just remember the past but to work with it to examine societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have developed. To study history therefore is to have a conversation with the past that one otherwise would not have been able to have.

## How does history equip students with powerful knowledge?

An understanding of stories of the past is quintessential to understanding the present. To do so is to try writing a chapter of a book without first reading those before it. We use history to forge pupils' identities in the world they occupy today. Not only does this occur in the story of Britain, but also Britain's relationship within the world, as well as examining a vast range of international stories to add additional identity to all those that study it. We are training our pupils to be outstanding young historians. As a result, we will expose them to a wide array of historical skills during both KS3 and KS4. The skills required at KS4 will already have been encountered, and assessed, at KS3. The stories, skills and knowledge that pupils gain from History gifts them power – we want the previously powerless to partake in the discourse of the powerful.

## What skills and cultural capital do students gain in history?

The curriculum has been designed to expose pupils to a vast array of knowledge, and historical scholarship. They will read historians' work that otherwise would remain unapproached by many. It aims to tackle common misconceptions and confront pupils' and society's stereotypes and prejudice. The curriculum invites pupils to explore stories from cultures and lands that they would not know. Second order concepts are at the forefront of our curriculum design. Pupils are not taught to pass the GCSE exam in their 5 years with us – they are taught to be brilliant historians and will be able to succeed hugely in their exams as a result.

## How do we support literacy in History?

Literacy is at the forefront of our curriculum. Pupils will consistently be exposed to a wide range of scholarship, from a wide variety of historians. In order to support this challenge, we ensure that our knowledge organisers are used to introduce tier 2 and 3 vocabulary. Scaffolded reading support to structure comprehension are regularly used. For what we consider 'hinge' vocabulary, Frayer models will be used to deepen understanding. In modelling tasks and skills, teachers will demonstrate how to apply key vocabulary in history. Furthermore, we give consistent opportunities for pupils to have structured discussions with their peers to rehearse language use before writing it.

## How is the history curriculum designed?

At KS3, the curriculum is designed to be as chronological as can be. This is to build pupils' understanding of development over time, and aid them with their second order concepts. At times, for example in Year 8 Cycle One, a topic runs chronologically parallel to a previous topic. This is to ensure a greater breadth of geographic diversity can be covered and History of 'the other' can be studied. Pupils will encounter more abstract concepts at KS4, such as Capitalism and Communism in KS3 so their depth of knowledge can be improved upon later.

## How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lesson in History. Our Do it Now tasks are designed to interleave retrieval from previous topics, as well as offer the 'hinge' point for understanding of the current lesson. At KS3, Knowledge Organisers are used according to whole school policy to increase retention of foundational knowledge later used in lessons. At KS4, Educake is used to offer additional retrieval practice for our students, as well as inform their teachers of any knowledge/skill gaps.

## What content do you cover and how is this delivered over time?

Topics are broadly designed within the National Curriculum foci of Church, state and society, ideas, political power, industry and empire, and challenges for Britain, Europe and the wider world. Where there are links between topics, be that chronologically, geographically or socially, these are explicitly taught to pupils to ensure pupils are able to benefit from the narrative of history, rather than abstract fibres of the past not weaved together. Greater detail of the topics follow overleaf.

## What content do you not cover (that others might) and why?

Our history curriculum is largely compliant, and mapped against, with the national curriculum. We do not teach the Victorians and Industrial Revolution in KS3 or KS4 due this being a common focus within the history KS2 curriculum within the remit of 'a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066'. This therefore does not inhibit pupils' ability to access later topics.

## How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Using the recognised second order concept skills as mentioned above, the curriculum is sequenced so that scaffolding for these skills is slowly removed from lessons to encourage independent development and usage of the skills as students progress through the lessons. Pupils are reminded explicitly when they have encountered skills before and encouraged to use prior work to help them utilise them in the present.

## CYCLE 2

What were the Superpowers in 1945?  
How did the Cold War develop?  
What intensified tensions between the superpowers?  
What were the key crises of the Cold War?  
The thawing of the Cold War.

## CYCLE 3

### Revision and GCSE exams

## CYCLE 1

How did the Nazis consolidate their power?  
What was life like in Nazi Germany?  
What was Medicine and surgery like on the Western Front?

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## Potential Future careers in History

Researcher, archivist, museum officer/curator, conservation officer, journalist, teacher, police officer, lawyer, solicitor, political jobs, archaeologist.



## CYCLE 2

Who was Elizabeth I, her government and what were her choices for religion?  
What challenges did Elizabeth face early in her reign?  
What was Elizabethan society like?

## CYCLE 2

Why does Dikotter believe the cult of personality was so dangerous in the 20<sup>th</sup> century?  
What impacts did authoritarian regimes have on the world?  
What was the Holocaust, and why did it happen?

## CYCLE 3

What battles did the minorities of Britain have in the 20<sup>th</sup> century?  
What does the word 'terrorism' mean to different people in the world?

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## CYCLE 1

Medieval, Renaissance, Industrial and Modern Medicine development through time. 1250-Present.

## CYCLE 1

Was a World War Inevitable in the 20<sup>th</sup> century?  
How was the war truly a worldwar?  
What was a catalyst for women's suffrage?

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## CYCLE 3

Is David Olusoga right to say slavery allowed Britain to prosper?  
What legacy has the Triangular Trade left on the world we live in today?

## CYCLE 2

Why is it so important to remember the British Empire?  
What impact did the British Empire have on its colonies?  
How should we remember the British Empire?

## CYCLE 2

What was life like in the Middle Ages?  
How much did the War of the Roses change England?  
What is Protestantism?  
Why did Henry VIII want to break from the Catholic Church?

## CYCLE 3

Henry VIII's legacy. The Elizabethan Age. Why did Monarchy go our of fashion?

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## CYCLE 1

What were the Silk Roads?  
Slavery on the Silk Roads. Islam on the Silk Roads.

## CYCLE 1

The Development of Ancient Rome. What did the Romans do for us?  
The invasion of 1066 and Normanisation.

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## Key concepts



Global breadth



Breadth of diversity



Exposure to Historical Scholarship



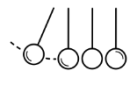
Retrieval and recall



Using sources and interpretations



Change and continuity



Cause and consequence



Significance