

# History curriculum vision

Our aim is to develop citizens who think critically about the world around them. The three year course tracks history from the Anglo-Saxons to present day, with a contextual understanding of Celtic, Viking and Roman Britain.

Pupils will develop an understanding of the world around them- recognising the links between historical events and the impact on the present. This includes an understanding of their immediate local environment, the broader scope of the United Kingdom, and the interconnected global landscape. The focus spans from the pivotal events of 1066 to the contemporary era, allowing for an exploration of both broad historical themes and in-depth examinations of specific periods.

Empower pupils to cultivate a range of historical skills essential for becoming adept historians. These skills encompass the ability to articulate clear explanations, critically evaluate source evidence, analyse historians' interpretations, consider areas of change and continuity and assess and evaluate arguments within historical contexts."

Encourage the development of conscientious and well-informed citizens who not only appreciate but also gain pleasure from studying history. Facilitate a comprehensive understanding of significant global and British historical events, nurturing a sense of perspective and sound judgment. Emphasize the importance of Britain's global role and its reciprocal relationship with Sheffield, illustrating how both have been shaped and influenced by pivotal world events.

They will learn fundamental concepts such as parliament, democracy, and empire, empowering pupils to embrace their role as engaged and proactive citizens in society. Study will include social, political, military, economic and diplomatic history.

We actively promote the practice of connecting historical events, encouraging pupils to analyse perspectives across different eras and prompting them to question the motives and underlying reasons driving historical changes. Our aim is to foster a critical mind-set that challenges pupils to look for the interrelations between events, appreciate diverse viewpoints throughout history, and investigate the catalysts behind societal change.

## Design of the history curriculum

The course is centred on the fundamental concepts and chronology of the National Curriculum. Each unit focuses on one or two of the second order concepts of:

- Chronological understanding
- Cause and Consequence
- Change and Continuity
- Interpretation
- Significance
- Using evidence

Each unit of work also focuses on the development of explanation skills, writing narrative accounts and / or producing extended writing.

**Order of units:** We follow a chronological order through KS3. This embeds an understanding of change throughout British and international history. This fosters an understanding of pupils' place in Sheffield, Britain and in the wider world. Year 7 covers events from 1066 to 1500, with a contextual understanding of England's Celtic and Roman origins; Year 8 covers events from 1500-1900; Year 9 covers events from 1900-present day

**Selection of topics at KS3:** The National Curriculum sets the framework of our KS3 curriculum. The curriculum also includes current topics of importance such as the destruction of statues of historical British figures and the reasons why. Our choice of topics has followed consideration of topics that allow pupils to be active citizens and develop cultural capital. Some aspects of the National Curriculum are taught in more depth at key stage 4 due to time constraints. For example we teach about the Royal Society and the Renaissance through the medicine through time curriculum.

**International and national:** The KS3 curriculum considers the history of Britain across all year groups. The year 7 curriculum considers how England has been shaped through immigration, invasion and trade. Year 8 shows how England began to take a more active role in world affairs including the Empire and slavery. Year 9 focuses on the impact of war and the growing importance of global relations.

**Links with KS2:** We have shaped our curriculum to take into account the curriculum at primary school. We have developed the course to no longer start at the Romans but at Anglo-Saxons. We do not teach the more traditional KS2 topics in depth (Egyptians, Romans, Greeks, Vikings, WW2 society incl. rationing and evacuation, Great Fire of London, Florence Nightingale, Stonehenge, Iron Age etc)

**Preparation for KS5:** We have shaped the unit choices at GCSE to prepare pupils for KS5; many A level courses include either modern world or Tudor units.

**Local history:** Opportunities are taken to relate the studies of national and world events to pupils' local context. In year 7 pupils study local castles to understand their development over time and the impact of Vikings on Sheffield; In year 8 pupils are taught about Mary Queen of Scot's imprisonment and how the Industrial Revolution shaped the creation of Sheffield; Year 9 pupils are taught about the role of Sheffield Pals, including their recruitment and role in the Somme.

**Knowledge retrieval and retention:** Homework is set through Seneca website, which is a bespoke tool that tests pupils on current and previous knowledge. Sharp start activities take place at the start of each lesson to ensure overlearning of key information. The ADP assessments include knowledge questions from current and previous units, including previous school years.

# Delivery of the history curriculum

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the following principles:

- Substantive conceptual knowledge includes monarchy, conflict and persecution
- Substantive procedural knowledge includes significance, causation and consequence
- Disciplinary conceptual knowledge includes writing paragraphs in a historical manner (PEEL structure), analysis of source utility and evaluation of historical interpretations
- Different concepts are considered within individual time periods and explored over an extended period of time. This informs pupil comprehension of concepts such as monarchy and democracy and elicits an understanding of how these ideas have developed over time and continue to have an impact today
- Knowledge is sequenced and spaced over time to allow pupils to build complexity of understanding and to embed key concepts that they can easily recall to support their understanding of unfamiliar ideas
- Historical literacy is developed through chosen tasks and explicit teaching of key vocabulary. There is a requirement for pupils to express themselves with increasing sophistication and accuracy through different means
- Common misconceptions are identified and built into curriculum planning so that potential barriers to learning can be preempted and overcome
- Composite tasks are carefully designed to maximise opportunities for pupils to demonstrate learning and receive meaningful feedback for progression

## Adapting the curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to the same carefully planned curriculum as their peers. Our curriculum aims to provide pupils with SEND with explicit systematic teaching and rehearsal of knowledge. We also ensure that these pupils have the time they need to study important subject content in history.

We know that successful teaching is successful for all pupils regardless of background or prior attainment. To that end the curriculum is adapted to suit all learners in the following ways:

- Learner confidence is built by making lessons accessible and offering all pupils the opportunity for success. The curriculum creates opportunities for learners to feel 'like a historian'
- Lessons begin with specific knowledge retrieval activities to return to and embed fundamental ideas
- Live modelling is used often to explicitly narrate expert thought that pupils can replicate
- Links between ideas are made explicit so that learners can build and strengthen their schema
- Scaffolds are provided to support oracy and literacy activities with a plan in place to reduce reliance on these scaffolds over time
- Further activities that aid retention and quick recall of spaced content are embedded within every lesson

# L.E.A.D. Academy Trust

## Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

## Our principles

*To achieve our vision we prioritise the four core principles for which our name stands:*

### **Lead** - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

### **Empower** - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

### **Achieve** - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

### **Drive** - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

## Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information



# Curriculum intent map

Conflict	Norman Conquest War of the Roses Crusades Castles Peasants Revolt	Spanish Armada Gunpowder plot Glorious Revolution Civil War French Revolution American Revolution	World War I Atomic Bomb World War II Iron Curtain / Cold War	Civil Unrest in Weimar Germany Night of the Long Knives World War I (medicine)	Treatment of Native Americans Conflict between Spain and England over the Netherlands Spanish Armada
Persecution, Civil & Human Rights	Feudal System Murder of Thomas Beckett Reformation	Religious persecution Power of Tudor Women Treatment of people within the British Empire	Holocaust and Native Americans Civil Rights Dictatorships Women's rights Slavery	Treatment of minorities and Jews	Treatment of Native Americans Catholics in Elizabethan England
Democracy/Monarchy	Norman Conquest Magna Carta Divine Right of Kings War of the Roses Peasants Revolt The Tudors	Elizabeth and Mary Queen of Scots Gunpowder plot Role of Parliament / Civil War American Revolution French Revolution	Democracy / Fascism / Communism Civil Rights Women's Rights	Abdication of the Kaiser German Constitution Communism and Fascism Creation and destruction of democracy in Weimar Germany	Elizabethan Government and the Divine Right of Kings Role of government in the settlement of the West
Migration/Empire	Celtic, Roman, Viking & Anglo-Saxon Invasions Norman Conquest Silk Road and the opening of trade routes Crusades	The British Empire Industrial Revolution links with the Empire	End of the British Empire Role of the Empire in WWI The Commonwealth Slavery	The impact of the Treaty of Versailles on Germany / deconstruction of the German Empire	Elizabethan Empire/Raleigh's settlement in Virginia Manifest destiny Homesteaders Gold Miners

Historical turning points/Significance	Battle of Hastings Magna Carta Peasants Revolt Death of Beckett	Reformation Abolition of Slavery Execution of Charles I The Spanish Armada Creation of the Union	Wall Street Crash Treaty of Versailles Outbreak of WWI Atomic Bomb Wind of Change speech	The signing of the Armistice Wall Street Crash Hitler becomes the German Chancellor Kristallnacht Pasteur's Germ Theory Mapping of the genome	Battle of the Little Big Horn The Gold Rush of 1849 Spanish Armada The Religious Settlement The execution of Mary Queen of Scots Drake's Circumnavigation of the World
Leadership	William the Conqueror Henry II Harold Godwinson Watt Tyler Henry VIII Edward Mary	Elizabeth I James I Charles I Oliver Cromwell	Haig Emily Davison Hitler Stalin Mussolini Malcolm X Rosa Parks Martin Luther King Jr Wilberforce Toussaint L'ouveture Granville Sharp Olaudah Equiano	Galen Vesalius Louis Pasteur Crick and Watson Abraham Lincoln Hitler Wolfgang Kapp Robert Cecil	Custer Lincoln Red Cloud Sitting Bull Elizabeth I Sir Francis Drake Robert Cecil
Local Study	Castles unit Impact of Vikings on Sheffield	Mary Queen of Scots imprisonment Industrial Revolution	Sheffield Pals and role in the Somme		
Explanation	PEEL paragraphs	PEEL paragraphs	PEEEL paragraphs	PEEEL paragraphs	

Source Skills	Text & picture inference Using sources to support an argument	Comparison of sources Using sources to support an argument	Complex written sources & cartoons Inference	Inference	
Compare & contrast	Similarities & differences within and across time periods	Comparisons of historical interpretations	Comparisons of historical interpretations and their limitations	Analysis of interpretations Writing of interpretation essays Consideration of reasons for the creation of differing interpretations of events	
Essay writing	Evaluation of arguments Two sided argument essay Narrative accounts	Development of PEEL Two sided or multiple factors Narrative accounts	Essay to analyse second order concepts Judgement & analysis	Using PEEEL to produce essays that judge how far a historical argument is valid Use of judgements to analyse overall arguments	
Usefulness & reliability		Development of ideas about reliability & evidence Analysis of evidence using own knowledge	Using more complex sources using both own knowledge & reliability for usefulness questions	Analysis of complex sources, considering the utility of evidence	



# Curriculum timeline 2023-24

Time of Year	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Unit 1: Why was England attractive to invaders up to 1066? The Celts, the Romans, the Vikings and the Anglo-Saxons	Unit 1: Did everyone benefit from the Renaissance?	Unit 1: Why did war start in 1914?	Medicine through time: Medieval	Elizabeth: Situation on Elizabeth's accession; The Religious settlement
		Unit 2: How powerful were Tudor women?	Unit 2: How did Britain make sure they had enough soldiers?		Elizabeth: Mary Queen of Scots and conflict with Spain
	Unit 2: Did the Normans really bring a 'truckload of trouble'?		Unit 3: Why did women get the vote in 1918?	Medicine through time: Renaissance	
Autumn 2	Unit 3: What does the story of Mansa Musa reveal about Medieval Africa?	Unit: 3. Was England lucky to defeat the Spanish Armada?	Unit 4: How did different people experience the First World War?	Medicine through time: Industrial	Elizabeth: The outbreak of war with Spain and the Spanish Armada
	Unit 4: Why was the Medieval Church powerful?	Unit 4: How did England keep control without a police force?	Unit 5: Was 1920's America really roaring?	Medicine through time: Modern	Elizabeth: Society and voyages of discovery

<b>Spring 1</b>	5. Why did Tickhill Castle change over time?	Unit 5: Do historians agree about the Stuarts?	Unit 6: Why did European countries abandon democracy?	Medicine through time: WW1 sources unit	American West: Lives of Native Americans
	6. Were Medieval Kings all powerful?	Unit 6. How did England become the British Empire?	Unit 7: The Holocaust	Weimar Germany: 1918-1923	American West: Early settlement
<b>Spring 2</b>	7. Voyages of discovery. How was the Medieval world connected?	Unit 7: What did colonisation mean to the indigenous people of India, Africa and New Zealand?	Unit 8: Friend or foe: How did Russia become the enemy of the West?	Weimar Germany: Stresemann 1923-1929	American West: Development of the Plains
				Weimar Germany: Rise of the Nazi Party 1918-1929	American West: Destruction of the Native American way of life
					Revision
<b>Summer 1</b>	Unit 8: Why did Yorkshire fight Lancashire?	Unit 8: Age of revolutions: why was Britain different to America and France?	Unit 9: How far had life changed for black people by the 1960's?	Weimar Germany: 1929-1933 How Did Hitler take control of Germany?	Revision
		Unit 9: How did the Industrial Revolution affect Sheffield?		Nazi Germany: 1933-1939 How did Hitler	External Examinations

				keep control of Germany?	
<b>Summer 2</b>	Unit 9: What was the impact of the Reformation on England?	Unit 10: How did Jack the Ripper get away with murder? Policing in Industrial Britain	Unit 10: From Empire to Commonwealth: Why does Britain no longer have an empire?	Nazi Germany: Nazi life 1933-1939	External Examinations

