

History curriculum intent

“History is usually presented as a set of facts and dates of victories and defeats, or monarchs and presidents, consigned to an unchanging past. But it’s not like that at all. History is the knitting together of rival interpretations: deliberate manipulations of the truth and sometimes alternative facts.”

Historian Lucy Worsley

At Dorothy Stringer we aim for our students to be able to place themselves within the contested narratives of History. We strive to teach them the knowledge and skills necessary to understand the grand tapestry of the past, and to critique it. We aim to stimulate students’ innate curiosity and therefore a deep engagement with the knowledge and understanding developed around a core of British history, exploring global, national, and local histories.

In an age of sometimes overwhelming, competing and problematic information, students are encouraged to embrace the complexity of the past and evaluate evidence for its usefulness and limitations. We weave together the approaches of collective memory, disciplinary and postmodern to build genuine historical understanding. History is a knowledge rich subject which allows students to analyse the process of change, recognise the diversity and difference of the past, and use History as a canvas to develop a sense of their own morality.

Increasing students’ lasting historical understanding requires careful sequencing of knowledge, embedding literacy and disciplinary skills, and establishing the relevancy of the past to their lives. Our lessons should seek to support learnt knowledge becoming secure in long term memory using a range of strategies.

Our school involves a diversity of communities, identities and abilities; all must see that History is part of their past and future lives and a vital part of their education. However, witnessed in the summer of 2020, it is clear that traditional approaches to History teaching have not been good enough. A truly diverse history curriculum can be a vehicle for creating greater social cohesion and tolerance of racial and ethnic difference in preparing learners to enter a diverse, multi-cultural society. Many of us have the privilege of teaching and learning about injustice, rather than living with it. It is our responsibility to be active in the face of injustice, and as teachers, contribute to fighting it through ensuring true and representative stories are told, empowering learners to develop a sense of agency to make change in their lives and wider society.

Curriculum Implementation

Preparedness from KS2

Our students arrive at Stringer with varying experiences of History in primary schools which tend to use the collective memory approach to History. Our overall objective is to introduce students to the disciplinary approach to History and understand the depth, richness and challenges of the discipline – that it is so much more than a collection of stories, dates and people.

Through Key Stage 3 students build their historical knowledge of the events which have shaped our societies, develop their understanding of second order and substantive concepts which underpin History. The concepts are introduced with the How to Make Progress in History sheet (see Appendix 2), which describes attainment in History and the key secondary concepts, supported with dual coding. History classrooms display key concepts, issues with evidence and advice on how to write like a historian to support students.

Organisation of KS3

Through KS3, students will have three hours of History lessons a fortnight in mixed attainment classes. The content of lessons is predominantly chronological, starting with events in Britain in 1066. Some units of work and some lessons deviate from the chronological framework to introduce thematic history.

The Key Stage 3 schemes of work are divided into five overarching enquiry questions in each year. These enquiry questions are repeatedly reconsidered and revised to update the curriculum. Students summarise a response to each question at the end of each unit. Each enquiry question has a knowledge organiser for students containing definitions of key Tier 3 vocabulary, key dates and a quote from a historian to introduce the topic. Each lesson poses an individual enquiry which contributes to answering the whole enquiry.

Lessons are repeatedly evolving as teachers refine and improve previous practice. Lessons have a do it now activity, often based around the knowledge organiser. Most lessons will use a mixture of reading, writing, analysis of evidence and discussion to build student knowledge and understanding. Lessons rarely use textbooks and use a variety of teacher made resources instead, which allows for development of resources over time.

Meeting the National Curriculum

The History National Curriculum is a combination of skills and possible knowledge areas. The skills are addressed throughout History lessons across the Key Stage.

National Curriculum specifies areas of knowledge that should be taught, although it does not detail the depth or breadth of such studies. The Key Stage is broadly organised chronologically with a number of topics that meet the requirements.

There are strong and persuasive arguments about the limitations of the National Curriculum. Whilst meeting the requirements of the curriculum, there is a need to emphasise the multicultural nature of British history, its interconnectedness with the world, and how to develop a pedagogy that more properly interweaves the contribution of Black History to the canon as a body of legitimate knowledge. This flexibility is not an option for GCSE history which has a crowded, narrowly focused, specification allowing almost no opportunity for such aims. The rigid curriculum requirements provide limited opportunity to make links to an explicit BAME history but teachers look for opportunities to mitigate this absence. Changing to a GCSE option which includes a unit on Migration is being discussed within the department, but the huge workload and cost are significant barriers. It is to be hoped that revised GCSE specifications address this issue.

Requirement One - The development of Church, state and society in Medieval Britain 1066-1509 - taught in Year 7 unless stated otherwise

- Latin Christendom and power of the Medieval church
- the Norman Conquest and 1066 onwards
- Magna Carta and the emergence of Parliament – developed further in Year 8
- the Black Death and its social and economic impact including the Peasants' Revolt

Requirement Two - The development of Church, state and society in Britain 1509-1745 – Year 8 unless stated otherwise

- the English Reformation and Counter Reformation (Henry VIII) – taught in Year 8
- the Elizabethan religious settlement – taught in Year 8
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- society, economy and culture across the period: religion, changing role of women

Requirement Three - Ideas, political power, industry and empire: Britain, 1745-1901 - Year 8 unless stated otherwise

- the Enlightenment in Europe and Britain
- Britain's transatlantic slave trade: its effects and its eventual abolition – taught in Year 9
- the French and American Revolution
- Britain as the first industrial nation and the impact on society
- the development of the British Empire, contest to the empire, treatment of indigenous peoples pre colonisation

Requirement Four - challenges for Britain, Europe and the wider world 1901 to the present day – Year 9

- the suffragettes
- the First World War and the Peace Settlement
- The rise of dictators and ideologies in the 20th century
- the Second World War
- development of Black British civil rights in the 20th century
- Terrorism in the 21st century

Requirement Five - a local history study

- Migration to Brighton Year 7
- WWI Indian soldiers and Brighton Year 9
- Regency Brighton in Changing role of women unit Year 8

Requirement Six the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

- Migration Year 7 - Vikings, Romans
- Latin Christendom
- Pre Islamic Arabia Year 7

Requirement Seven at least one study of a significant society or issue in world history

- Exploration in the 1500s onwards Year 8
- Pre colonial African and Indian society and civilization Year 8 and 9
- Middle Eastern conflict year 9

Progression of knowledge

The largely chronological structure of the curriculum organises knowledge within the broad overall narrative of British history. However, broadly speaking learning rests on previously learnt concepts, reflecting the ideas of progression and development in society. Each unit connects to prior conceptual understanding and these connections are identified and built on in lessons. Knowledge also advances as topics have more depth and complexity as KS3 develops but deep contextual knowledge is studied from year 7-9 through world building.

Progression of skills

The relationship of skills and knowledge is complex and interdependent in history. A student may be able to deploy a whole range of skills to a very high standard in one topic, but those skills cannot automatically be transferred to a new body of knowledge, although being skilled will make learning the new knowledge easier.

The overall aim is for students to be able to make clear judgements in relation to the enquiry question through understanding historiography, to explain with more sophistication and make more complex arguments.

Within that we want students to retain and deploy knowledge effectively, understand that the past was diverse and different, explain causes, identify change and continuity, understand and judge significance, know how to ask questions, understand the role of interpretations and to be able to write carefully about all of the above

As the Key Stage progresses, students will be supported and challenged to apply these skills to a higher level and to more complex topics which then progresses to KS4 expectations. The three core skills of retaining knowledge, describing and explaining knowledge through extended writing and comprehension of complex issues are separately assessed through each year, with increasing challenge across the key stage.

Transition to KS4

By the end of Key Stage 3, students will have looked at history up to the late 20th century and, in terms of skills development, be ready for Key Stage 4 History. Students will have studied history thematically, in overview, and in depth to prepare them for the GCSE. Students will have developed their historical skills and developed broad knowledge of the historical periods that the GCSE will consider, rather than a detailed knowledge of these periods. Although, as detailed below, there are considerable challenges in managing KS4 content within the two years we cannot cover the GCSE content in KS3. Firstly, we believe in the integrity and value of the KS3 curriculum and have to consider what is best for all

students, not just those choosing GCSE History. Secondly, the detailed knowledge required for all GCSE units would be inappropriate to teach to KS3. Thirdly, the narrow focus of the GCSE would make it even more difficult to meet the National Curriculum requirements in KS3.

In Key Stage 4, students take the Edexcel GCSE History option, consisting of the four following units.

1. Paper 1 – Migrants in Britain, c800-present – breadth study
2. Paper 3 - Germany from 1918 to 1939 – depth study
3. Paper 2 - International Relations from 1941 to 1991 – overview study
4. Paper 2 - Early Elizabethan England – overview study

Paper	GCSE Unit	KS3 knowledge
1	Migrants in Britain, c800-present – breadth study	Changing nature of how migrants came to England and the treatment they faced from medieval, early modern, industrial and modern. Substantive concepts of monarch, parliament, power, conflict, imperialism, multiculturalism, institutional racism
3	Germany 1918 to 1939	World War One and Two, dictatorship, parliament, dictatorships in Europe in 1920s and 1930s
2	International Relations 1941 to 1991	World War Two, use of atomic weapons. This topic involves some sophisticated ideas which are not accessible to most Year 9 students.
2	Early Elizabethan England	Reformation and Tudors in Year 7, exploration in Year 8, continued impact of reformation in Year 8

Lessons in Key Stage 4 are very similar to lessons in Key Stage 3 with the appropriate progression in skills and knowledge. Students will use some substantive knowledge from Key Stage 3 in their Key Stage 4 studies. Lessons in Key Stage 4 will include a focus on making effective knowledge notes, guided reading texts to use as effective revision resource.

The amount of content in the GCSE specification means that the GCSE is very knowledge driven. In comparison to earlier GCSEs, the variety of question types in the 2016 GCSE has increased and it is a considerable challenge to deliver both the content and sufficient question practice through the two years of Key Stage 4. The specificity of the requirements for successful answers, particularly as regards evidence questions in Paper 1 and 3, creates a need for writing within confined types rather than expressing deeper historical knowledge and understanding.

The question design in the GCSEs so far also shows that the depth of knowledge expected by the exam board places a very considerable demand on knowledge retention by students for success in the exams. The amount of knowledge does mean the GCSE can be very challenging for lower attaining students. We address this with a spaced retrieval approach to prior learning with regular use of retrieval quizzes and tests, as well as taking advantage of appropriate links across units, such as linking Tudor exploration in the Migration unit to Early Elizabethan England's rival empire with Spain. Students are asked to use online learning platforms like Seneca, Quizlet and Pixl resources to practise revision throughout the two years.

Students have GCSE mock exams at the end of Year 10 and December of Year 11 – these are amalgamation papers as well as in class exams and question practice through the GCSE.

Transition to KS5

By the end of Key Stage 4, many of our students are considering taking History, or related subjects such as Politics, Law, Sociology, Classics in Key Stage 5. The development of literacy skills with comprehension of texts, careful analysis of evidence, writing of structured paragraphs and short essays, alongside the knowledge in the GCSE, give them an appropriate preparation for the further challenge of History at A-level.

Assessment

Students are formally assessed on their ability to write a judgement in relation to the enquiry question focusing on one second order concept. This can also be applied to interpretation and source enquiry assessments with judgements made around the extent to which students agree with an interpretation or the utility of a source.

Knowledge tests are used more readily in KS4 but something to introduce into KS3 but a 5 question 'do now' at the start of each lesson recaps prior knowledge needed for that lesson.

In KS4, progress is assessed holistically with a focus on ability to write exam questions and performance on mock exams from the end of Year 10 and November of Year 11. There is a discussion to be had with the department on the benefits of moving to a blended assessment model as in Key Stage 3, particularly around using more formal knowledge testing.

Feedback

Feedback is part of every lesson. Students will verbalise their answers and enjoy whole class live marking using the visualizer. In regards to summative assessment we are entering into trailing No More Marking, providing written feedback for each assessment paragraph in relation to the highest leverage area of student progress- this could be accurate evidence, developing evidence, quality of explanations or the establishment of well thought out judgements.

Literacy

The explicit teaching of literacy runs through the history curriculum. New vocabulary is introduced at the start of enquiry questions with knowledge organisers (see appendix 3), which include 12 key vocabulary words and simple definitions and used for pre-teaching of Tier 3 vocabulary. Knowledge organisers also include sophisticated language with quotes from historians which develops Tier 2 language. These quotes are closely explored with classes, identifying the new language and ideas and analysing the text as an example of good historical writing. This also helps students understand that history is not the past, but what historians say about the past. Knowledge organisers are referred back to for students to check the use and understanding of the key words as they progress through the unit. A bank of Do it Now tasks based on understanding the knowledge organiser is available for teachers to use at the start of lessons.

History classrooms have Write like a Historian displays to support effective writing and focus on Tier 2 vocabulary. Extended writing tasks focus on using a Point, Evidence, Explain structure. Writing frames and sentence starters are provided for extended writing tasks.

Most history lessons require close analysis of a text, which can vary from a short paragraph to an extended extract of several paragraphs of historical writing or historical fiction. Typically, students will be asked to complete a variety of tasks from identifying new vocabulary, breaking down the etymology of some words, matching inferences to the text, creating inferences from the text, summarising the text, quoting from the text and similar. History is a discursive subject and students are encouraged to share their opinions and ideas in discussion and develop their oracy skills in doing so.

Numeracy

Numeracy is approached in several ways, but is not as consistent or necessary as the use of literacy. The most common form of numeracy is through the use of dates (centuries and years) and timelines, which feature on all knowledge organisers and is addressed in all Key Stages. Additionally, there are some opportunities for numeracy through the use of statistical evidence, such as interpreting graphs or tables.

As examples of how numeracy is used, in Year 7, students have to identify the length of different medieval monarchs' reigns. In Year 8, students look at demographics from the Industrial Revolution. In Year 9, students look at casualty statistics from WWI.

Cross-curricular

History has a variety of implicit cross curricular links, particularly with other humanities subjects through topics like migration and changing religious belief. There are links with English through the use of historical fiction and the links between WWI and conflict poetry. We look briefly at the development of the English language and the links with medieval French. We look at the Renaissance and history of science.

Extra-curricular

Extra-curricular provision is limited to trips. Currently, due to workload constraints, we offer KS3 trips to Hampton Court Palace, Arundel castle and the Imperial War Museum and a 4 day residential trip to Berlin in Year 11 for GCSE students. We also have a feminist club running and look to expand this to involve a political activism society.

Appendix 1 – application of intent statements to history curriculum

1. “contested narratives” - perception of Britain’s role through history, King John, Cromwell, Empire and many other examples
2. “a core of British history” - nearly all topics have a foundation of British history which provides a common thread of relevance.
3. “exploring global” - WWI, Empire, Exploration, WW2, China, migration
4. “local” – Castles, Norman conquest, Regency Brighton
5. “evaluate evidence” – repeated throughout lessons
6. “collective memory” – the main topics we teach use a collective memory approach of common facts and understanding which is then challenged.
7. “disciplinary” - use of evidence, focus on skills
8. “postmodern” – women in History, Cromwell interpretations
9. “diversity” – migration, WWI, WW2, Black Tudors, Women in History

Appendix 2 KS3 How to make progress in History sheet

How to make progress in History

You should simply aim to do your best with all aspects of your work and have the best Attitude to Learning that you can. You will use your History assessment chart in the back of your book to record your progress.

This means...

- Consistently accurate and precisely detailed description of events in the past.
- Able to make justified and sophisticated judgements.
- Making sophisticated judgements that are soundly reasoned and precisely supported.

- Consistently accurate and detailed description of events in the past.
- Explain and analysing events, causes, consequences and beginning to make perceptive links between them.
- Making judgements that are reasoned and supported.

- Consistently accurate and detailed description of events in the past.
- Explaining events, causes, consequences accurately and clearly.

- Consistently accurate description of events in the past.
- Explaining why events happened with increasing accuracy.

- Description of what happened in the past.
- Attempting to explain why events took place.



Rules of History

1. The Five Ws – When, Where, Who, Why and What explain events in History.
2. Evidence is essential - History has to be based on evidence.
3. History is a construct – Evidence is used to build an interpretation of the past.
4. There is no perfect evidence – All evidence has limitations.
5. All sources are useful – It depends on what question you are asking.

History is a way of working, not a subject to know everything about. There are not always right answers, but there are right ways of working towards the answers.

I can do well in History when I...

Have **KNOWLEDGE**

- Use specific historical information to support all the skills below.
- Use dates, names of people, places and organisations.
- Put these events in the correct chronological order.



Understand the past was **DIVERSE** and **DIFFERENT**

- Understand that past societies were diverse, with people of different races, religion, genders, sexuality, beliefs and more. This is not always obvious from sources and interpretations of the past.
- Understand that people in the past thought differently, had different values and beliefs from us. This did not mean they were less intelligent.



Explain what **CAUSES** things to happen

- Explain how **EVENTS** have many **CAUSES**, and how **CAUSES LINK** together.
- Explain that some **CAUSES** are more **IMPORTANT** than others.
- Know that events can be caused by individuals and political, social, economic, or religious **FACTORS**.



Understand how things **CHANGE** or stay the same

- Know things in the past have changed over time.
- Know that some things have stayed the same and others change.
- Judge the pace and amount of change and identify turning points.



Understand **SIGNIFICANCE**

- Can judge the **SIGNIFICANCE** of an event or person by identifying the changes that they cause.
- Select and justify criteria for making judgements about **SIGNIFICANCE**.



Know how to ask questions and conduct **ENQUIRIES**

- Know how to ask questions, suggest possible answers, and support with evidence.
- Research independently and organise and communicate what you find out.



Use **EVIDENCE** and **SOURCES**

- Can use **EVIDENCE** to make suggestions about what the past was like.
- Can compare different **SOURCES** and judge how useful they are.



Consider **INTERPRETATIONS**

- Carefully examine what historians have said about the past.
- Recognise differences in what historians have said about the past.
- Start to explain why different interpretations have developed.



WRITE carefully

- Write clear sentences and paragraphs, use connectives and quote evidence.
- Use **PEE** paragraphs, and develop links and priorities (**PEELP**).



Appendix 3 Example knowledge organiser

What is History?

Timeline of the United Kingdom

1542
Wales is made part of Kingdom of England.

➔

1707
Scotland unites with England and Wales.

1800
Ireland joins the United Kingdom.

➔

1921
Ireland is divided and Northern Ireland stays in UK.

1998-99
Devolved government in the regions.

This is the key knowledge you need for your introduction to History at Stringer. These words are the building blocks of History as a subject.

1. The past
Events which have happened before now.

2. History
The study of some of the events of the past, based on evidence of those events.

3. Chronology
Putting events in the correct time order.

4. Year
A period of 365 days or 52 weeks or 12 months. This helps chronology.

5. Decade
A period of 10 years. For example, the 1990s.

6. Century
A period of 100 years. For example, 2019 is the 21st century.

7. Millennium
A period of 1000 years. 2019 is in the third millennium.

8. BCE / BC
Before Common Era or Before Christ both refer to the years before 0.

9. Common Era
Our calendar uses the year Jesus Christ was born as Year 1. After that is called AD or Common Era (CE).

10. Change
History identifies what is different about one period and another.

11. Continuity
The opposite of change. What is the same between one period and another.

12. Migration
The movement of people between countries.

All people and peoples are living histories... **communities** speak languages that are inherited from the past. They live in societies with complex **cultures, traditions and religions** that have not been created on the spur of the moment. People **use technologies** that they have not themselves invented. So **understanding the links between past and present** is absolutely basic for a good understanding of the condition of being human. That, in a nutshell, is why History matters. It is not just 'useful', it is essential.

Historian
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writing for
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