

### **3.1 Broad and balanced curriculum: How does history contribute to the delivery of a broad and balanced curriculum?**

History is taught discretely as part of a broad and balanced curriculum at the school. History has a good amount of time allocated comparable to similar subjects. History links are made across the curriculum. The department tries to work creatively with other subject areas. We work with primary feeder schools.

**We have a clear rationale for the way history is delivered in terms of topic, sequencing, pedagogy and assessment to ensure a broad and balanced curriculum. History is taught discretely throughout the school and receives 2 hours per week at KS3.**

#### Topic rationale.

No subject generates more media focus with headlines like "Britain's glorious past banished from history lessons". Antonia Darder's suggestion "The moment I understand history as possibility, I must also understand education in different way" resonates deeply. What we include or more importantly what we leave out of the curriculum confounds powerful knowledge and cultural capital. We seek to focus on powerful knowledge that benefits generation Z materially and prioritise providing students with an understanding of politics, economics and culture, including democracy, capitalism, ecology, environmental history, human rights, global identities, equality and ethics. We spend time introducing students to local history so that history becomes part of their lives and not something detached from who they are.

#### Sequencing rationale

We want all lessons to be accessible and ambitious for all students so that all are inspired by and develop skill in history. Two hours a week at KS3 means that the department seeks to build a knowledge of key concepts such as civilisation by interleaving the idea through differing contexts such as Ancient Africa, Medieval Normans, Renaissance, Industrialisation and Modernity. Second-order concepts are developed by all students through focus on different aspects of these skills progressively over the Key Stage. Both substantive and disciplinary concepts are interleaved in a generally chronological format over the key stage but introducing more emotive and ideological concepts as students mature. Units are designed to build up meaningful substantive knowledge across a series of lessons while developing pupils' disciplinary thinking with enquiries building on one another to create a secure narrative through breadth and depth studies. All the time encouraging independent thought and progress.

#### Pedagogical rationale

This department collaborates and upskills, respecting teacher prerogative and expertise allowing students to fulfil their potential not through rigid one-size-fits all approaches, but departmental enquiry questions that retrieve and embed knowledge through encouraging students to discover and question the past in discussions, debates, investigations and research in a way that suits individual teaching styles. Teacher questioning and discussion, alongside guided reading tasks and a range of activities that makes the content and disciplinary concepts accessible to all. Extensive use of modelling, oracy and extended written tasks all develop student success and confidence in becoming skilled in the subject. This is encouraged by project based homeworks each term at KS3 where local history and entrepreneurial challenges bring together and extend the learning in the classroom.

#### Assessment rationale

Any rationale about assessment is also about curriculum, progression, data and workload. What do we want students to know at a certain time? How will we measure that? What can be learnt from the process? End-of-unit assessments are self/peer marked using task-specific mark-schemes that are written with reference to the overarching enquiry questions. Teachers then mark the work. Whole class feedback then provides a time for improvements.

Some are designed to familiarise students with examination style questions, others use debate, presentation and teaching others to determine level of student understanding. Oracy is used extensively to verify student understanding of substantive concepts such as imperialism. The progression in the assessments draws heavily on the Pearson and Ford models developing assessments that identify misconceptions and address specific aspects of the second-order concepts. Each term we have one formative assess task focused on the main second order concept and then an end of term assess task to evaluate improvement in the skill. At the end of the year a short answer and extended writing exam brings together core knowledge from the year. In addition, lesson-based fact tests and quizzes check vocabulary and fact acquisition.

## We work with our feeder primaries to aid transition



Feeder Primary School Name	Priors Hall Academy
Primary School Contact	
Date of visit/interaction	10/03/2021
Task 1 – (1 hour approx.)	
Pre-Work:	
<ul style="list-style-type: none"> <li>• Before you meet with a colleague from a feeder primary school use the national curriculum link for Primary to familiarise yourself with:</li> <li>• The purpose of study for your subject</li> <li>• The aims of your subject in the curriculum</li> <li>• The subject content covered in your subject</li> </ul>	
Task 2 - (2 hour approx.)	
During Interaction:	
<ul style="list-style-type: none"> <li>• Discuss with either the Upper Key Stage 2 teacher or Subject Lead the planning, teaching and assessment approaches taken by the school for your subject specialism. Consider how both subject knowledge and skills are developed progressively (this meeting should be around an hour in length).</li> <li>• Use the headings below to develop detailed reflections of your conversation.</li> <li>• Consider how the information gathered will affect your planning, teaching and assessment of KS3 pupils.</li> </ul>	

Our curriculum seeks to build substantive knowledge that is transferable into other subjects by having clearly identified knowledge that we hope to impart to students to interleave with other subject's requirements, such as Great Chain of Being appearing in Shakespeare's Macbeth.

### Key concepts in history

Abolition	Extremist	Peasant
Absolute monarchy	Fascism	Persecution
Act/Bill (parliament)	Federal	Pilgrimage
Agriculture	Feminism	Politics/Political
Alliance	Feudal	Poverty
Amendment	Foreign policy	(subsistence/relative)
(constitutional)	Freedom	Power
Anarchism	Free trade	President
Aristocracy	Gentry	Prime Minister
Authority	Great chain of being	Propaganda
Autocracy	Heresy/Heretic	Protestant
Bigotry	Hierarchy	Public
Body politic	Holy war (crusade/jihad)	Protectionism
Campaign (election/military)	Human rights	Racism
Capitalism	Illegitimate (ruler/legal)	Recession
Catholicism	Immigration	Reform
Chivalry	Imperialism	Reformation
Christianity	Industrialisation	Religion
Church (institution of)	Judicial Review	Republic
Civilisation	Judiciary	Renaissance
Civil Rights	Legislative	Representation (political)
Civil War	Liberal	Resistance
Colonialism	Liberty	Revolution
Communism	Limited Monarchy	Rights
Conquest	Litigation	Rule (of law/king)
Conservative	Manorial rights	Segregation
(party/viewpoint)	Merchant	Separation of powers
Constitution	Mercantilism	Skilled labourers
Court (legal/monarchical)	Middle Class	Socialism
Culture	Migration	Sovereignty
Democracy	Military	State
Dictator	Minister	Suffrage (men/women)
Diplomacy	(religious/government)	Tariff
Divine Right	Minority (government)	Tax
Doctrine	Misogyny	Terrorism (freedom fighting)
Domestic	Monarchy	Theocracy
(policy/servant/country)	Nationality	Totalitarian
Double standard (women)	Nationalism	Trade
Economy/economic	Nation state	Trade union
Economic sanction	Nobility	Treaty
Empire	Papacy	Tyranny
Ethnic group	Parliament	Universal suffrage
Estate (social class)	Parliamentary democracy	Usurper
Executive (branch of government)	Paternalism	Working Class
Exploration	Patriarch	War
	Patriotic	

We work with other departments to co-ordinate and use sequencing to retrieve and embed knowledge. For example collaborating with the English department, referring back to books such as Mice and Men or Lord of the Flies.

I hope you are ok, now that some of the craziness has diminished and despite all the EoY assessments, could we catch up sometime about literacy please? I think we could make more use of the fact we cover many of the subject that you are reading about please.

Kind regards,  
Fiona

1. Term 1 year 7  
Slave ships poetry limbo,
2. Term 3 year 7 pandoras box, roman gods, include satumalia into Christmas
3. Term 4 shakespeare – tudor talk
4. Term 5-6 victorian – oliver twist/ wuthering heights/tess of durbevilles. domby and son,  
great expectations, Mansfield park, treasure island, black beauty.

#### Year 8

1. Gothic literature – angela lancini theme over time. Supernatural, social Victorian hound of Baskervilles -
2. Shakespeare – tempest - (Italy)
3. Term 3 – war poetry throughout the ages – ww1 and ww2
4. 5-6 mice and men

#### Year 9

- 1-2 great expectations
- 3 dog in the night – identity ? reverse
- 4-5 romeo and Juliet and relationships ?
- 6 – mockingbird

All schemes of work ensure that the whole school literacy and numeracy focus are supported.

Disciplinary knowledge, literacy, numeracy	vocabulary	
Causation – How historians build up complex understandings, long/short/trigger Interpretations – influence of context Extended reading and writing, political <u>vocabulary, statistics</u>	Scramble for Africa State Dreadnought Naval race Encircled	Bismarck Colonisation Conference Treaty Trade Entente
Continuity and change – change not fixed, theories influence events Similarity and difference – focus on difference within the same time period Extended reading and writing, political <u>vocabulary, statistics</u>	Shell shock Diversity Disability Tsar Orthodox	Bolshevik Stalin Political spectrum Eastern front western front
Continuity & change – one can pull in different directions Interpretations – depend on interests of historians Causation – <u>one</u> thing can cause differences Effects Extended reading and writing, economic <u>vocabulary, finance</u>	Mass production Protectionism Trade Prohibition Consumerism Stock shares Crash	<u>Boom bust</u> Lynching Flapper LGBTQ Mutiny Abdicate Jazz Finance Investment
Interpretations – evidence produces different results Extended reading and writing, economic <u>vocabulary, finance</u>	Constituency Reichstag Public works Unemployment Race science Glass ceiling	Hooverville Capitalism Boom bust Recession Eugenics Aryan
Interpretations – evidence produces different results Continuity and change – under construction Extended reading and writing	Deportee Blitz Rationing Home front Night of breaking glass Final solution	Dresden Nagasaki Hiroshima Atomic bomb <u>Gafernek</u> Pogrom Concentration

### 3.2 How broad and balanced is the history curriculum?

We seek to use a broad, balanced and cohesive range of chronological periods, geographical scales, areas and perspectives of history. We want concepts and processes well-embedded, reflecting the diversity of Britain. We have thought about how to increase challenge. We try to use a local dimension to enhance pupils understanding.

The student rationale shows the scope of the history curriculum, including environmental history, post war Britain, women's rights and contributions, LGBTQ and disabled history and the history of youth. We journey along the silk road and across to the Native Nations of the Americas, down to South Africa and Medieval Zimbabwe and north to Russia.

## Why Study History?



This is probably you, but do you know why?

**Year 7**

Begin at the birth of the universe, fit in earth, climate and humans and see how we got here to learn where we are going in the future.

Find out how people lived and challenged God and their rulers in the Medieval world and the Renaissance.

Learn how these changes help protect you today.

**Year 8**

Know how we removed kings and gave power to ordinary men and women. Learn how humans came to value individuals whatever their colour, religion or sex. Then you will know how to defend your rights as adults.

Discover how wealth is created and why the average person in Britain is richer than 90% of the world and how to stay ahead in the 2030s.

Compare this to others' lives and how Britain changed the world for better and worse through slavery, empire, human rights, migration, industrialisation and war. Learn how today we all still have responsibilities to life on this planet.

**Year 9**

Two world wars helped create the modern world. Businesses, economy, Pensions, NHS, benefits, Brexit, mobile phones, satellites and foreign holidays.

Now we look at possible futures through the past, a world of fascist, communist, LGBT, racial, gender equality and inequality.

Where we came from aids our understanding in where we are going and how you can thrive economically, ecologically and ethically.

**6th form**


Learn more about the world we live in today, the good, the bad, the ugly, from genocides and the NHS.

**Year 10-11**

Take a GCSE that leads into a wide range of careers. Learn how dictators conned citizens into voting for them, creating wars that killed 50 million. Learn how not to be similarly fooled. See human success and that Covid is just the latest battle and how cures will be developed in the future. Recall when parliament, science and caring for society began.

**I STUDY HISTORY BECAUSE I AM INTERESTED IN THE FUTURE**

Learn through vibrant discussions, think for yourself, develop history skills and ideas. Believe you can achieve in lessons and assessments.



The curriculum is adapted to the local context, including units on Zimbabwe and Eastern Europe as well as post war migration to Corby. The curriculum is continuously updated and improved building on rectifying student misconceptions and utilising Historical Association guidance and best practice. This year we have added decolonisation into our schemes of work and added lessons on India. (sample of lesson below)


<p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Empire &amp; colonisation required subjugation of indigenous people in order to maintain control</li> <li>• Profit/benefit of the mother country remained the core motivation</li> <li>• Indians did not accept colonisation unwittingly. Rebellion caused by lack of cultural awareness.</li> </ul>	<p><b>Core Vocabulary</b></p> <p>East India Company – business set up to trade with India</p> <p>British Raj – India ruled by the British government</p> <p>Mutiny – refusal to follow orders</p> <p>Rebellion – Attempt to replace the leader for someone more favourable</p> <p>Famine – mass starvation.</p>
--	---

**What did British Colonial Rule look like in India?**


**Do Now:**  
Last lesson we looked at the story of Robert Clive. What can you remember about Robert Clive's story?

Try to include the following words/phrases in your answer:

- ...East India...
- ...1400 million...
- ...East India Company...
- ...corrupt...



**What did British Colonial Rule look like in India?**



1. What can you see? What are they doing?

2. Why might this happen?

3. What can you infer might have been happening in India at this time?


4. What could this tell you about British rule in India?

Indian rebels being executed by 'blowing from a gun' 1857

**What did British Colonial Rule look like in India?**


After the Battle of Plassey, the East India Company gained more and more control of India. By 1803 the company was running the colony on behalf of the British government.

1600




First Contacts  
The East India Company begins trade with India.

1757



Company rule  
The East India Company captures India and rules on behalf of the British government.

1857



The British Raj  
The British government rules India instead of the East India Company.

1947

The wealth of Africa  
Great Zimbabwe

Students' worksheets



We draw on a range of resources to construct our lessons. Thanks to our sister school Thomas Clarkson for the worksheet below.

Trade at Great Zimbabwe

Great Zimbabwe was a wealthy centre of cattle and cereal farming and a major link in the trade between the people inland and the Swahili kingdom at Sofala on the Coast of Mozambique. Sofala had traded with much of East Africa as well as with India and China. Archaeologists have found a number of artefacts which show that Great Zimbabwe was trading centre, including the  
5 glazed bowl from Persia (Iran), dishes from China, thousands of glass beads, coral and cowrie shells and a Portuguese coin that probably come from trading with the city Kilwa on the East African coast.

The Shona at Great Zimbabwe bought gold from people further inland and sold it to traders on the East coast as gold mining was widespread in traditional Shona society. Ivory from elephants  
10 also made its way along the trade route. Cotton was grown widely and weaving of local cloth took place. Finer cloth was imported by the wealthy via the East coast traders.

**Guided Reading Task:**

As you read through the information above:

1. Underline all examples of products and commodities traded;
2. Circle all examples of countries and communities traded with.
3. Study Map A carefully. What can you *infer* about trade in Great Zimbabwe? (*Hint: explain what the map shows you about the trade*)

.....

.....

.....

.....

.....

.....

.....

**Map A**



## There is a clear rationale for building generative substantive knowledge.

### Where does power lie?

Year 7 Absolute monarchy, conquest, feudal hierarchy, religious control, imperialism  
 Year 8 Beginning of representative government, parliament, democracy, capitalism and control, imperialism, civil rights,  
 Year 9 Imperialism, militarism, rise of communism, left and right politics, women, LGBTQ and disabled rights  
 Year 10 Fascism and foreign policy  
 Year 11 End where we began absolute monarchy, parliament

### How is wealth created?

Year 7 Feudal, rural economy, agriculture, trade, silk road, New World colonisation  
 Year 8 Development of urban economy through industrialisation, exploitation and global trade networks  
 Year 9 Competing ideologies capitalism, communism, Austrian/Keynesian economics, boom and bust, consumerism  
 Year 10 Keynesian economics, invisible unemployment, laissez faire, welfare  
 Year 11 social policies

### What is life like for people?

Year 7 Feudal hierarchy, subsistence existence, migration, civilisation  
 Year 8 urban, social problems, slavery, segregation and racism, sexism, civilisation, imperial influences  
 Year 9 rise of consumer society, anti-Semitism, war, employment and unemployment, welfare, benefits, NHS, leisure  
 Year 10 war, health problems and care, poverty  
 Year 11 poverty, migration

### What matters to people?

Year 7 religion, absolute poverty, renaissance, imperialism, hierarchy  
 Year 8 civil rights, human rights, equality, democracy, science, technology, climate  
 Year 9 imperialism, communism, consumerism, health, leisure  
 Year 10 race, power, imperialism, health  
 Year 11 religion, hierarchy

Disciplinary knowledge has been clearly mapped and best practice adapted from Ford and Pearson to address misconceptions and build progression by increasing difficulty over time

1) Causation		4) Historical Interpretations	
<b>SIGNPOST 1</b> Causal Webs	Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences.	<b>SIGNPOST 1</b> Identifying Interpretations	Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through interpretations.
<b>SIGNPOST 2</b> Influence of Factors	Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes.	<b>SIGNPOST 2</b> Drawing Inferences from Interpretations	It is possible to draw INFERENCES from interpretations of the past, just like with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation.
<b>SIGNPOST 3</b> Personal and Contextual Factors	Historical changes happen because of two main factors: The actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors.	<b>SIGNPOST 3</b> Evaluating Interpretations	The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and EVIDENCE chosen to build their interpretation and how this might impact on the final interpretation.
<b>SIGNPOST 4</b> Unintended Consequences	HISTORICAL ACTORS cannot always predict the effects of their own actions leading to UNINTENDED CONSEQUENCES. These unintended consequences can also lead to changes	<b>SIGNPOST 4</b> Interpretations in Context	Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created, what conditions and views existed at the time, and how this might impact the final interpretation.
2) Change & Continuity		5) Significance	
<b>SIGNPOST 1</b> Identifying Change	Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods.	<b>SIGNPOST 1</b> Resulting in Change	Events, people and developments are seen as significant because the RESULTED IN CHANGE. They had consequences for people at and/or over time.
<b>SIGNPOST 2</b> Interweaving Continuity and Change	Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time.	<b>SIGNPOST 2</b> Revelation	Significance is ascribed if they REVEAL something about history or contemporary life.
<b>SIGNPOST 3</b> Flows of Continuity and Change	Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be said to TRENDS and have specific TURNING POINTS.	<b>SIGNPOST 3</b> Identifying Significance Criteria	Significance is seen as something constructed therefore CRITERIA are needed to judge the significance of events, people or developments within a particular historical narrative.

Each year is organised to build on prior knowledge and develop core knowledge, an example of this is seen in an overview of the Year 7 scheme of work. We are constantly reviewing and adapting schemes to improve enquiry questions and misconceptions as children's knowledge changes, particularly post-covid.

Term	1	2	3	4	5	6
Topic theme	What was life like for people?	What was life like for people? What matters to people?	What was life like for people? Where does power lie?	Where does power lie? What matters to people?	What matters to people?	Where does power lie? How is wealth created?
<b>Disciplinary knowledge</b>	Chronology Epochs, timelines and chronology <b>Interpretation</b> - Pre-history focus over series of lessons how climate has changed humans In migration students get there are different types of consequence (enquiry goal/ assessment needs changing next year so we focus on one aspect or focus on one for each groups - plus seems as if there is change and consequence confusion) Interpretation - introduce concept of interpretation thinking that not every agrees what history is	<b>Sources</b> - Look at (Crusades) view of Baghdad and compare to sources showing how historians build interpretations from different types of sources Use of architecture and artefacts as evidence in silk road Close examination of sources in crusades showing how detailed knowledge is collected <b>Causes</b> - 1066 narrow focus over several lessons to understand that causes are not inevitable and there can be lots of unexpected effects (assessment needs slight change to clarify its focus linked to focus of causation) <b>Interpretation and sources</b> - castles Ends up being messed up by <b>causes</b> , needs to adjust enquiry question/focus to match development of castles project	<b>Interpretation and sources</b> - change is not one dimension and depends on area and aspect Look at Morris within the context of a local study of Corby so students understand how historians cannot represent the whole past when looking at continuity and change <b>Interpretation</b> - historians cannot show the whole past <b>Sources</b> - doom paintings show that value depends on the question being asked - what historians use the paintings for now is different from the contemporary views	<b>Causes</b> - break with Rome shows multiple causes and that causes are not things but relationships between events and processes. <b>Sources</b> - to understand a source we need to understand what contemporaries thought. This builds on previous two source activities from learning how historians can learn things to necessity to have contextual knowledge. This lesson needs <b>tweaking</b>	<b>Sources</b> - Historians use evidence to construct the past and looking at different sources gives different interpretations - study of origins and changes in <b>Renaissance</b> . <b>Interpretation</b> - looking at why the renaissance happened historians create the theories behind the causes; causes are not things that just happen. <b>Interpretation and sources</b> - looking at Renaissance inventions and changes that interest historians are those considered to be historically important. Scheme of work needs adjusting to be more coherent on tying into enquiry question	<b>Interpretation</b> - first introduction of students to context creating historical interpretations through study of Native Nations <b>Interpretation and sources</b> - European and native American culture
<b>Substantive and generative knowledge</b>	what is history? How was England affected by early migration? climate migration timelines social political economic civilisation trade	What can sources tell us about how the Islamic world was connected to the wider world? Why did William become king? Islam Crusades 1066 Norman conquest monarchy society religion Christianity civilisation Islam conquest empire	How far was 1066 a moment of great change? How was the church used to control people? Medieval life and religion Feudalism society economy subsistence agriculture legal enclosure church power inference peasant noble Catholicism Christianity	How far did the church change? Break from Rome Protestantism Catholicism church dissolution monastery power politics Islam culture religion	How did the Renaissance change the world? Why did the Renaissance happen in the way it did? Renaissance Culture science economy enlightenment civilisation Exploration New World Shakespeare trade	What do films suggest about changing interpretations of the First Nations of the Americas? Native Americans Culture religion conflict conquest agriculture capitalism exploitation subsistence exploration
<b>Literacy, numeracy and Cultural capital</b>	Extended writing Guided reading Chronology CE and BCE +/- Climate change Eras, migration	Guided reading Extended writing  Major religions, 1066 local history	Guided reading Historical writing Extended writing  Local history, economic sectors, religion, 'class'	Extended writing Complex religious ideas Chronology  Religion, Tudors	Guided reading Extended writing  Renaissance artists, Shakespeare, local history	Extended writing Chronology Data  New World, USA origins

Each scheme of work is carefully planned to identify the core and hinterland knowledge we want students to learn

What is life like for people?

In the 1940s war brought massive changes to people's lives.	Key events		Key vocabulary	
	1939-45	World War II	Rationing	Limiting of food and resources so that everyone can have something in times of need
<b>How did things change – Questions to answer</b>	1940	Battle of Britain, when Hitler tried and failed to conquer Britain	Blitz	Aerial bombardment of cities
How did lives of different people in war become similar? How did life for the Jews change under the Nazis?	1941	Siege of Leningrad	Dresden	German town heavily bombed by British bombers
Problems people in war faced were	1938	Kristallnacht, first concerted mass violence against Jews	Holocaust	Genocide (mass killing) of the Jews
Main turning points in persecution of Jews were	1942	Wannsee conference – decision to exterminate Jews	Auschwitz	Death camp
How did the war change the persecution	Year 9 Target grade:	Unit: How did people's lives change in war?	Grafenegg	'hospital' for the disabled in Germany
	Knowledge	Skills	Persecution	Deliberate unpleasant targeting of group
	7-9 Wide range of facts Holocaust Blitz Deportee	Continuity and change $\pm$ analysed with an understanding not everyone experienced the same at the same time	Deportee	Person who is forced to leave their home
	5-6 A range of relevant facts known	Continuity and change $\pm$ analysed	Evacuee	Person who leaves their home to find safety
	3-4 Some relevant facts known	There is a sense that things changed	Ghetto	Area of a town cut off from other areas either physically or psychologically
	1-2 Some general facts known	There is little sense of change or continuity	<b>Road story: what is life like for people?</b> In year 7 you look people in agricultural economies and differences globally. In year 8, you look those who have rights and those who do not have rights. In year 9, you look at women's lives and how they changed and how war affects lives	

Staff have crib sheets to ensure that they remember to focus on core knowledge and know how to adapt the curriculum if their class's learning is changed through bank holidays or other issues.

All teachers must ensure that

Students know by the end of term 3

Key words – have an understanding of what they are and what they looked like in the past

- Hereditary – right to a throne through inheritance
- Hierarchy – status according to rank
- Peasant – agricultural worker of low status
- Serf – lowest form of agricultural worker owned by a lord
- Noble – person of high status
- Feudal system – status system according to hierarchy
- Economy – production of goods for a country
- Agriculture – farming
- Subsistence farming – grow crops for only family survival
- Trial – system to find out if someone is guilty of a crime
- Christianity – religious system based around Jesus
- Church – institution that runs Christianity
- Faith – belief in something
- Mortality – death
- Hell – place of terror

**Core substantive knowledge**

1. The feudal system and how it operates
2. The nature of Medieval agricultural economy
3. Local history of Medieval Corby
4. Power of the Medieval church
5. Core Christian beliefs
6. Why people believe in a god

**Core disciplinary knowledge**

1. Interpretations – students understand that historians can only study certain aspects of a place and that a book on England will not be accurate for all areas at all times, but will generalise its understandings of the past, but this does not make it wrong
2. Careful understanding of an interpretation means unpicking each line, this is far more detailed than students have looked at so far
3. Sources – students learn to use contextual knowledge to be able to infer ideas from a source - first time students are using inference

Term 3 – can be the difference between 10 or 12  
So there is flexibility with the SQL to fit your group.  
 Ensure that the core content is taught

1	Feudal system	Refine understanding where does power lie
1a	Rebellions	Teach if students have two lessons week 1
2	Economy	Local history study
3	Economy	Extra lesson if you have lessons in week 1
4	Law	Optional
5	Church	Core knowledge about religion local study
6	Assessment	Compulsory
7	Belief	Ensure students understand why religion is worth studying – can be combined with next lesson
8	Medieval belief	Core knowledge
9	Church power	Core knowledge
10-11	Doom paintings	Can take 1 or 2 lessons with an assessment compulsory
11	St George	optional

**The local content brings to life abstract concepts**



There is one building that existed in Corby in Medieval times – St John's church. But did it look like it does today?

Become an architectural historian to find out





## Case study of second order concept progression at KS3– causation.

This concept is started early as it is less complicated than some concepts.

### How did William's leadership lead to success in England in 1066?

Where has the student used specific facts relevant to this question?

Where has the student explained why William won?

Where has the student included facts that are not important to this question?

**Term 2 year 7 – mini enquiry on leadership in Battle of Hastings, not the old-style full analysis of causes, but looking at the role of leadership.**

**Scaffolded with focus on how to analyse causation. Very basic introduction to the concept focusing on a single cause.**

William was an excellent leader. He was very well prepared. William chose a good time to invade, before Harold had established his position as king. The channel was very dangerous. It was a long way from Normandy. The water can get very rough. He built 3000 ships and supplied them with a huge army with horses and well trained soldiers and came across the English Channel. He set up camp in a good area to win a battle and then waited for Harold, rather than wearing out his troops trying to find him. William was also a strong leader as he had good tactics. For example, he put the archers in the front, then infantry, and behind them the men on horse-back. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected and he could destroy them. He was also a good leader as he was brave. His bravery is shown during the battle, when he took off his helmet and said to his soldiers, 'Look at me well. I am still alive and, by the grace of God, I shall yet prove victor.' William's leadership led to success as he was prepared enough to fight, clever enough to outmanoeuvre the Saxons and brave enough to keep his troops fighting.

2  
3 In 1517 Henry VIII was the King of England. At that time Henry was still a  
4 handsome young man. He was very popular with his people who admired his  
5 skill as a huntsman and his ability at tennis and archery.



6 Henry was also clever. He knew why the Reformation had taken place. Even so he  
7 supported the Pope at first and wrote a book opposing the Protestants. The Pope was so  
8 pleased with this that he gave Henry the title of Defender of the Faith. To this day some of our  
9 coins still have written on them Fid. Def. or F.D. This is short for the Latin "Fidei Defensor",  
10 Defender of the Faith, although now it does not mean the Catholic Church. Although Henry  
11 opposed the Protestants it was because of him that the Reformation reached England. Henry  
12 had married his brother's widow. She was a Spanish noblewoman named Katharine of Aragon.  
13 Henry and Katharine had one daughter named Mary. Their other children had died when they  
14 were still babies. Henry wanted a son to succeed him, for he believed that England needed a  
15 strong king as a ruler. It was at the time when Henry was thinking of the need for another wife  
16 that he fell in love with Anne Boleyn. Anne Boleyn was a young lady of the royal court.

17 Henry made up his mind to divorce Katharine, and marry Anne. This was to prove very  
18 difficult, for the Catholic Church rarely allowed divorces. The Pope was in a very awkward  
19 position when he was asked to grant Henry a divorce. Katharine of Aragon was the aunt of  
20 Charles V, the King of Spain. At that time the King of Spain was one of the most powerful rulers  
21 in Europe. The Pope could not risk annoying him.

**Term 4 year 7 Lesson inspired by internet resources Causation is developed as a relational multi-causal concept. The reading is more about context than fully focused on the cause alone, but with detailed questions to scaffold. The activities are designed to develop independent discussion to develop understanding with students then developing independence and high order skills by working on the connections between causes.**

1. Why was King Henry VIII given the title "Defender of the Faith"?
2. There were two main reasons why Henry VIII wanted a divorce. What were they?
3. Why was the Pope reluctant to grant a divorce?

Show the connections. Label each social, political, economic or religious.



By year 9, analysis is of long/short term multi-causal reasons, as relationships and unintended consequences with copious contextual knowledge.

A term's Enquiry question 'Did Europe sleepwalk into World War I?'

All teachers must ensure that

Students know by the end of term 1

Key words – have an understanding of what they are and what they looked like in the past

- Political (government does not help people as such, except for Romans)
- Social (people's lives)
- Economic (how communities make money – buying selling goods)
- Interpretations (how historians view the past)
- Democracy (rights of ordinary people to influence their laws and their rulers)
- Colonisation (empire in other areas)
- Militarism (armies)
- Nationalism (pride in country)
- Unification (several countries becoming one)
- Alliances (treaties between countries)
- Trigger cause (thing that triggers the war)
- Causation (why things happen)
- Imperialism (empire)

Core substantive knowledge – key knowledge for GCSE and life

- Causes of world war I  
Imperialism, nationalism, alliances, militarism – not Germany's fault alone
- Empire and scramble for Africa
- Naval race between Germany and Britain linked to Britain's empire
- Birth of Germany

Core disciplinary knowledge

- Students are now beginning to practice for GCSE and that style of history
- Causation – understanding the interconnection of multiple causes which can sleepwalk into events
- Sources – focus on sarcastic sources ready for GCSE
- Interpretations – students understand why historians do not necessarily agree on causes

Term 1 – can be the difference between 10 or 14 lessons depending on reading tests etc. So there is flexibility with the SoL to fit your group.

Ensure that the core content is taught

1	Intro lesson – establish student views on history and get sheets etc stuck in COMPULSORY – baseline test and purple pen	
2	German unification	
3	Imperialism	
4	Imperialism	Could combine 3-4 if short of lessons
5	Sources	This could be set as a form of homework if you need to miss this lesson
6	Militarism	Vital for Germany GCSE
7	Alliances	Misconception – Russia is the bad guy!, no understanding of key words
8 - 9	Imperial conflict	This could be shortened or missed out
10	Trigger cause	Vital
11	Revision	Focus on facts
12	Revision and interpretations	Discuss why there can be different interpretations 11-12 could be combined if necessary
13	COMPULSORY ASSESS TASK	
13	Detailed purple pen	

### 3.3 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?



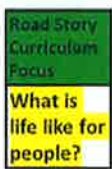

The department seeks to use a broad range of approaches to develop pupils' historical skills in order to build pupils' depth of knowledge, understanding and skills. (see evidence 1.2, 1.3, 3.1, 3.2)

Each unit of study is framed around an enquiry question over several lessons, each lesson has its own enquiry question and the enquiries build into the 4 road story enquiry questions.

Example of how the scheme of work builds and interleaves across a year group.

Year 7 Big Ideas	Topics	Substantive knowledge		Disciplinary knowledge, literacy, numeracy	vocabulary		Scaffolding	Assess address
Term 1 What is life like for people? How is wealth created? What is history? How far did Britain change as a result of migration?	Climate and human development Chronology Timelines Migration in Britannia	Environment Chronology Economy Society Civilisation Politics Archaeology		Timelines Continuity and change – sense of time Consequence – social/economic/political Interpretations – history is not fixed Chronology Timelines	Migration Legacy Decade Century	Viking Roman Anglo-Saxon trade	Seating plans – proximity to the teacher and/or supportive peers Go to SEND first Use checklists and timers to structure tasks Tasks broken down ("chunked") by the teacher and/or on the board Coloured overlays for those students who needs them Not copying down – printing out and annotating Modelling writing using visualiser Pre-teaching key vocabulary before reading Reciprocal reading/Whole-class reading – modelling the reading of a skilled reader Chunking of information – Information/Task/Information/Task repeated Dual coding in presentations/Decluttering slides	<ul style="list-style-type: none"> <li>starter retrieval</li> <li>at least one extended writing with address task per term or check of complex concepts</li> <li>address misconceptions through Q&amp;A and books</li> <li>check SPaG</li> <li>whole class feedback sheets to provide next steps</li> <li>teacher green pen feedback</li> <li>student purple pen/ address and improve</li> <li>www-edl used</li> <li>CUPS marking</li> <li>Marking at least 2x a term</li> </ul>
Term 2 Where does power lie? What is life like for people? How is wealth created? What matters to people? What was the significance of Medieval Islamic civilizations? Why did William become King?	Islamic golden age Crusades Battle of Hastings Norman Conquest	Social Political economic Monarchy Hierarchy	Christianity Church Conquest Architecture	Significance – introduction to concept that people value things in different ways Causation – understand that causes are not inevitable and only one thing causes it Continuity and change – change is not one dimension and depends on area and aspect Interpretations - historians don't show all the past Chronology, extended reading and writing	Ethnicity Agriculture Islam Crusades Muslim Baghdad Holy land	Invasion Contender Trade Silk road Earl Noble Castle		
Term 3 Where does power lie? What is life like for people? How is wealth created? What matters to people? How far was 1066 a moment of great change?	Norman conquest Religion and power in the Medieval period	Agriculture Economy Christianity Monarchy Hierarchy	Noble Peasant Church Feudal	Continuity and change – change is not one dimension and depends on area and aspect Sources – value depends on the question being asked Interpretations – historians cannot show the whole past Extended reading and writing, statistics	Manor Village Subsistence Feudal Baron Doom painting	Catholic Trade Mortality Inference Source Christian Medieval		
Term 4 Where does power lie? What matters to people? Why was religion changing in Tudor times?	War of the Roses Tudor religious changes	Christianity Church Protestant Catholic Tudor Monarchy Reformation		Causation – multiple causes, interrelated, not simply a person who does stuff, it interacts with the world Sources – value depends on the question being asked Extended reading and writing, chronology	Rome Pope Priest Protestant Catholic Medieval Divorce	Monastery Monk Dissolution Heresy Divine Reformation Luther	Links to concrete examples from students prior learning Focused praise for specific students in Whole Class Feedback No-opt out support for students in Cold Calling Prompts for tasks/sentence starters	
Term 5 Where does power lie? What is life like for people? How is wealth created? What matters to people? What did Colonisation Look Like to different people in the British Empire?	Renaissance	Renaissance Trade Society Science Shakespeare	Drake Crusades Reformation Culture Enlightenment	Causation – causes of past events are generated by historians' reasoning (significance as meta-concept here) Sources - historians collect evidence from multiple sources to construct past Interpretations – significance changes views Extended reading and writing, chronology	Merchant Silk road Trade Great chain of being Islam Muslim	Crusades Printing press Commerce Reformation Shakespeare Exploration		
Term 6 What is life like for people? How is wealth created? What matters to people? What do films tell us about interpretations?	Native Nations of the Americas	Puritan Exploration New World Society Economy	Capitalism Conflict Empire agriculture	Interpretations – are linked to the context in which they are written Similarity and difference – cultural identities Causation – year test Extended writing, data	Trade Silk road Ottoman Empire Drake Sinix	Raw materials Commerce Hunter gatherer sustainability		

By year 8, concepts like economy and environment are becoming embedded, so that complex ideas about significance such as how historians ascribe significance can be grasped by a range of students. Using cultural capital of climate change we show how society's ideas about industry have changed.

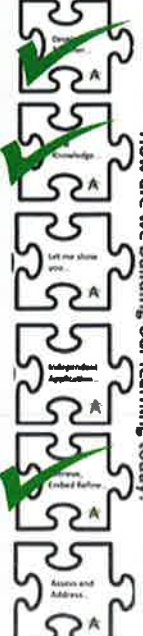





Why do we still study the Industrial Revolution today?

**Big Question:**  
How significant was the Industrial Revolution?

**Do Now: Find the errors factual and grammatical**

**The industrial revolution allowed population to grow dramatically. The french began the revolution as they were part of europe. They traded with other countrys getting materials like cotton to make into clothes in factories. The massive changes in the industrial revolution have been completely positive as they gave the world amazing inventions that we rely on today**



How are we building our learning today?

# Case study of an enquiry question culminating in an assess task and progression check

**How did Russia change after World War I?**  
Big question: What was Russia like before WWI?

**Do Now...**  
Be prepared to tell the class how did WWI changed the world for disabled rights  
Be prepared to tell the class how WWI changed women's jobs

**Key words:**  
• Tsar  
• Feudal  
• Hierarchy  
• Orthodox  
• Nobles

**Road Story Curriculum focus:**  
• What was life like for people?

**Key words:**  
• Russia  
• Left wing  
• Right wing  
• communism

**How are we building our learning today?**

**How did Russia change after World War I?**  
Big question: How did War destroy the Tsar?

**Do Now**

1. How big was Russia?
2. How many ethnic groups were in Russia?
3. How much land in Russia was good for growing?
4. How clean were towns?
5. Name 3 adjectives to sum up Tsar Nicholas' leadership skills

**Key words:**  
World War I  
Leadership  
Religious  
Social  
Structural  
problems  
Oras

**How are we building our learning today?**

**How did Russia change after World War I?**  
Big question: How does Ideology impact what matters to people?

**Do Now...**  
1. Which political ideology is best  
Democracy, dictatorship, imperialism, nationalism, Anarchy  
Constitutional Monarchy  
Absolute monarchy republic

**Road Story Curriculum focus:**  
• Where does power lie?  
• What is life like for people?  
• How is wealth created?

**Key words:**  
• Russia  
• Left wing  
• Right wing  
• communism

**How are we building our learning today?**

**How did Russia change after World War I?**  
Big question: How does communism affect people's lives?

**Do Now...**  
3 core beliefs of the right  
3 core beliefs of the left

**Road Story Curriculum focus:**  
• Where does power lie?  
• What is life like for people?  
• How is wealth created?

**Key words:**  
• Russia  
• Bolshevik  
• Communist  
• socialist

**How are we building our learning today?**

**How did Russia change after World War I?**  
Big Question: How did communism change Russia?

**Do Now**  
In theory what are the basic communist principles and what should a communist state look like?

**Road Story Curriculum focus:**  
• Where does power lie?  
• What is life like for people?  
• How is wealth created?

**Key words:**  
• Russia  
• Bolshevik  
• Communist

**How are we building our learning today?**

**How did Russia change after World War I?**  
Assess Task

**Do Now...**  
Go back through your books and look at how Russia changed in terms of power, lives, wealth and what matters to people

**Road Story Curriculum focus:**  
• Where does power lie?  
• What is life like for people?  
• How is wealth created?

**Key words:**  
• Russia  
• Bolshevik  
• Communist

**How are we building our learning today?**



















## Assess Task

### How did Russia change after World War I?

To get full marks

1. Write PEE paragraphs.
2. Write about how the change was:
3. Use these concepts, words and phrases to help you

**What does this mean?**

boosted	sparked	Without X, Y could not have happened	The most important change was
Uprooted	contributed	created	disoriented
dispersed	dissolved	destroyed	elevated
emboldened	enriched	Shifted	hardened
heartened	improved	mobilised	prospered
Magnified	restored	scattered	separated
Consequently	This led to	stretched	Brought about
generated	As a result	widespread	Changed

4. You have 20 minutes to complete this task



### History Assess and Address

What did I do well and what could I improve?

WWW	EBI
You have shown how the impact of change can be seen differently depending on what you look for and what you look at	You need to show that history is never fixed but can be seen in different ways
You clearly show change and continuity over time in wealth Life politically	You need to show change and continuity in wealth Life politically
You have used many detailed facts and historical vocabulary	You need to improve your use of detailed facts and historical vocabulary
You have understood the scale and type of the changes and what stayed the same	You need to understand the nature of the changes more
<p>Russia: have you mentioned? The Tsar, autocracy, dictatorship, hardship of industrial life, treatment of women, political rights, standard of living, communism, Stalin</p> <p><b>Good answer</b> Politically Russia before the war had an autocratic Tsar, who ruled without a proper parliament. After the war Russia became a one-party communist state and Stalin became a dictator. So although things changed, there was still very little freedom or democracy. Socially the people before the war were very hierarchical and feudal. After the war everyone was supposed to be equal. Workers shared beds and in the war struggled with 400% inflation. The rich ate caviar and went to the ballet. Once communism was enforced, everyone theoretically became equal, but this meant depriving the middle classes of their wealth and status. Economically Russia was poor before the war. It was huge and based in farming. After the war the country industrialised with the 5 year plans and was strong enough to defeat Hitler when he invaded.</p>	

Teacher Feedback



SPAG corrections:

Assess

Grade 1-2: you will be able to talk about changes

Grade 3-4: you will describe in detail different changes before and after the war

Grade 5-6: you will use good historical vocabulary to explain one or more changes to Russia

Grade 7-9: you will use good historical vocabulary to explain one or more changes to Russia socially, economically, politically, culturally and realise the impact of ideology.