

## History

### Curriculum Principles

#### **By the end of their all-through education, a student of History at Dixons Kings will:**

Know:

Students will be taught an overview of the History of Britain from the year 1066 to the present day during their KS3 lessons. During KS4 students will look at the wider world during the 20th Century through the study of America and the causes of WW2. Students will also be taught the political and social history of Britain from 1066 to the present day in more detail as well as an in depth study of the Normans.

Understand:

- Chronology – the sequencing of events and the ability to articulate information about the past in a precise and coherent manner for ‘write an account’ style questions.
- Making inferences from sources – the ability to come to your own conclusion about a topic using primary and secondary sources.
- Understanding interpretations – the ability to explain why historians have different opinions and how secondary factors influence the opinion of an historian
- Making judgements based on evidence – the ability to utilise a number of sources and interpretations to make a sound judgement about a variety of topics
- Change and continuity – the ability to assess the different changes and stagnations between time periods in order to assess the amount of progress made
- Significance – the ability to explain why historical events are important and key, even when the events are negative in tone (The Holocaust) or failures (the Peasant’s Revolt)
- Literacy – the ability to present written information in a coherent way, using a variety of technical vocabulary and grammatical devices.
- Oracy – the ability to not only present information and opinions verbally but to debate arguments and points of view with other students.

#### **In order to achieve a true understanding of History, topics have been intelligently sequenced based on the following rationale:**

The main reason for studying these topics in KS3 is so that students will begin to get a sense of what British History is all about. The topics are taught in chronological order, for each section of the GCSE specification, as this allows students to become familiar with the story of Britain. Without this prior understanding they will not be able to access the second order concepts of change and continuity, significance and interpretations. These topics were chosen from the many available as they offer the students a detailed history of Britain and also the wider world.

This will build upon what students are exposed to at a KS2 level. Students will have studied a wide range of topics in order to gain the basic skills needed to study history - recounting a story in chronological order, using sources, change and continuity and cause and effect. Student’s are required to start KS3 at 1066 but there is no requirement that KS2 should finish with this topic. Some student’s will have a basic overview of a wider range of topics which we will then build on and look into in more depth at the KS3 level.

A secondary reason why these topics have been chosen is due to the contextual knowledge and historical craft that it provides, those who will go on to study beyond GCSE History will be able to succeed. These topics will help to provide the backdrop to the larger events that are studied in detail at A-Level and degree level.

We have a focus on a wide range of skills at KS4 that are all used by historians from school to university level. We have developed the curriculum to encourage students to become historians in the classroom rather than to be students with some historical knowledge. This will enable them to access all history as they can formulate their own opinions and challenge those of others using a variety of sources.

#### **The History curriculum at Kings has been influenced by:**

- The National Curriculum
- The department's own areas of expertise in specific fields



- The work of James Ellis on WW1 for the History Association
- The University College London research on Holocaust Education led by Darius Jackson

### **Our History curriculum ensures that social disadvantage is addressed through:**

One of the main ways how socially disadvantaged students suffer in history is that they lack the outside experience of history that many others get, such as museum visits. What we have done is developed a curriculum that addresses these gaps in knowledge, skills and experiences. We have planned visits to Scarborough Castle, Berlin and Auschwitz.

Firstly, we have developed the curriculum to provide students with a larger cultural capital. Students will be given access to a larger variety of topics and issues that will allow them to have a much more developed idea about the world around them. We also aim to plan visits to historical sites and museums throughout the Key Stage. This will give students a chance to see the history and experience things that they might otherwise miss out on. Where visits are not practical then we often refer to these sites in lessons so that students still get an understanding and an experience of them. We teach students about historic sites such as Durham Cathedral, the battlefields at Hastings and Stamford Bridge, Manchuria, Abyssinia, Pevensey Castle and Chicago.

The second way we have addressed these gaps is to teach history through a more global approach. This will allow students to challenge the commonly held beliefs that are often present in some of the poorer areas that utilise incorrect historical knowledge. This will allow students to challenge some of the cultural stereotypes they may have encountered and correct opinions that are based on incorrect, or misquoted, history. All of our first paper at GCSE focusses on international History.

The third way we have tried to combat social disadvantage is by inspiring students to go on to study at university, giving them the idea that you can be an historian. This is done in lessons by allowing students to access historical sources, formulate their own arguments and opinions and being allowed to debate them in a structured way. We also aim to get historians from local, and national, universities to speak to the students on the job of being an historian.

### **We fully believe History can contribute to the personal development of students at Dixons Kings through:**

- being able to formulate and discuss ideas and opinions about a variety of topics
- the ability to understand and function in society better (eg. Rights to vote)
- learning from previous mistakes
- developing an analytical approach to sources of information

### **Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.**

Homework is set centrally at the start of each cycle. It covers a variety of activities that make use of the knowledge navigators and also encourage independent research. Students will be constantly reviewing content from across the academic year in order to support revision. This will be assessed by the use of low stakes quizzing during the 'Do Now' activity. This will allow students to recall knowledge much more easily and will ultimately help them prepare and revise for their end of cycle assessments.

A secondary way that homework will be utilised is to allow students to practice their skills as historians. They will be set a variety of GCSE style questions that will utilise their skills of interpretations and source alongside historical knowledge and second order concepts.

### **Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers:**

History lends itself to teaching SMSC. We study a variety of topics including persecution and religious diversity (Medieval England and Tudors through to Civil War). This allows students to look at the different religious aspects of history and also apply a moral reasoning to different topics. This is something that continues through all of the GCSE.

History also allows students to develop outside of the History classroom. It teaches a variety of skills such as research, understanding interpretations, making arguments and formulating judgements. This can be applied to a variety of school subjects but also to a variety of careers.

The History curriculum allows for students to explore the history of many different groups throughout time. We study black history through year 8 in our slavery and Civil Rights unit, in year 9 with the history of African Americans throughout the 20th Century (including Jim Crow Laws and both Civil Rights and Black Power), in year 10 with our study of Afro-



Caribbean immigration to Britain in the 20th Century (including race riots, government intervention and the Scarman Report) and then this is covered again in year 11 as revision.

We also teach students about history relating to their own culture. In year 7 we teach a topic on the Islamic history of Europe (specifically Andalusian Spain) as a comparison to Christian Europe at the same period. In year 8 we also teach about the history of India and the Partition with Pakistan and the migration of many families to Britain (with a focus on Bradford). We also teach students about the history of Bradford from foundation to multiculturalism.

The history curriculum in KS4 provides the foundations for studying at higher levels and creating rounded, good historians who can understand both the past and the world today. It also encourages people to stand up for what is right and for what you believe in.

A true love of History involves learning about various cultural domains. We teach beyond the specification requirements but do ensure that students are well prepared to be successful at KS4 and beyond.

We teach beyond the specification in order to make sure that our students become historians at the end of their learning and not just students with historical knowledge. We do this in a variety of ways.

Firstly, we teach a global outlook on history. We discuss a variety of issues from America and look at these in depth, such as racism and civil rights and how it stems from slavery and the British Empire. We also cover imperialism when studying Abyssinia for Paper 1.

Secondly, we are not afraid to teach difficult topics. In history there are many events that are abhorrent and unpleasant to hear. These cannot be ignored as this leads to them being forgotten. We ensure that students understand that history is not just about nice, peaceful events. This is done in the Civil War topic and in extracurricular activities through the SUSOMAD program where students will be given the opportunity to be peer ambassadors and teach younger students about two European genocides (Holocaust and Srebrenica).

Thirdly, the skills we teach allow students to understand that many people will have a different opinion about different topics. The skills we teach will allow students to study information, understand why people have certain opinions and then formulate their own conclusion whilst being able to support these with historical knowledge and evidence. This can then be applied to different topics and also to the modern world.

#### **Remote working in our subject supports students to access the full curriculum in the following ways:**

Provision on revision materials, suggestions on the best ways to revise, subject knowledge audits and online revision resources can be found on our history Padlet page [DKA History Revision \(padlet.com\)](https://padlet.com/DixonsKingsAcademy/DKA-History-Revision)

Every week we also provide detailed instructions for completing work missed due to self-isolation alongside lessons and resources. These are lessons that fall in line with the LTPs for each year group and consist of the main lesson ppt, resources to support the lesson and a detailed instruction sheet explaining each activity in more detail. Each year group receives the same amount of lessons as they would in school. These are regularly reviewed to ensure that home learning lessons are at the same place as lessons taking place in school.

#### **Further Information can be found in:**

- Long term plans (T:\Staff Shared Area\Faculty\Humanities\History 2020-2021\Long Term Plans)
- Schemes of work
- Knowledge Navigators
- The History department Padlet page