

Curriculum Overview

Subject: History

Ambition

By the end of Year 11 a student of Art and Design at Dixons Trinity will:

- have a developed sense of chronology, second-order concepts and complex substantive concepts within the domains of British and World history.
- be confident grappling with and analysing historical sources and interpretations that will enable them to critically evaluate information presented to them.
- be able to write a balanced argument, judge effectively, articulate and explain their point of view succinctly while showing empathy and understanding towards contrasting attitudes.
- leave the academy with developed cultural literacy, have the tools to engage with the political, economic and societal spheres, and retain an enduring curiosity about the past.

Department Sentence

'The History department ensured all students developed into empathetic, active citizens, became rigorous critical thinkers and were perpetually curious about the past.'

Principles

• Intelligent sequencing of powerful knowledge

- In Year 7 and 8 the curriculum is ordered chronologically to develop a strong sense of periodisation between 1066 and 1918. Necessary exceptions to this apply within the Year 8 Empire unit to develop their breadth of knowledge in relationship to the wider world ensure that students can develop their knowledge and broaden their understanding of a variety of different areas and cultures. In order to provide students with a true understanding of the impact of the British Empire, some lessons focus on medieval empires and kingdoms. The purpose of this is to allow students to analyse the changes made between the precolonial and postcolonial eras.
- The 9, 10 and 11 curriculum is ordered thematically. In Year 9 the students complete a depth study on Living under Nazi rule. This continues the chronological flow from Year 8 and includes more complex and mature themes that will be built on in Year 10 and Year 11. During Year 10, students will complete a further depth study of Elizabethan England, and a period study of the making of America in the 1800s. In Year 11 the students draw on all of their prior knowledge of source analysis to complete a site study of Fountains Abbey and a thematic study of migration. Both these modules require deep knowledge across the entire time span from 1066 to the present day. Consequently, all prior learning support these final two studies building on the scheme developed since Year 7.
- The history curriculum has been designed to offer significant contributions to the delivery of House presentations and competitions on 'Black History Month', which have provided students with detailed knowledge into the importance of a universally celebrated event. We also ensure that wider school environment is grounded in an understanding in history. In particular, whole year groups stretch lectures are delivered to years 7 and 8 on topics not covered by their lessons or assessments. This has a broad range, from an understanding of chronology in the classical world, to developments in 20th century feminism. We believe this allows the children to find joy in their historical studies, and understand that learning knowledge is intrinsically valuable, regardless of whether it is assessed.
- We repeatedly refer to the work of the historian within our curriculum, and explain in detail how the skills we learn are the building blocks for the professional historian. Moreover, we repeatedly explain how the analytical skills we learn are infinitely transferable to other disciplines and professions. Careers education is made explicit in our curriculum through the inclusion of careers spotlights, linked specifically to the discipline of history. Careers spotlights are presented to students at key points within the curriculum to ensure that students are not only exposed to a variety of careers, but can make explicit links between these careers and the content they are studying.
- History is one of the most of the most critical arenas in which to decolonise the curriculum. Yet, recent scholarship has exposed fundamental problems within history curriculums that have previously denied students the chance to develop knowledge of this. Through the recent changes made to the year 7 and 8 curriculum, we are confident that students will be exposed to constructs of race and racism that were established during the colonial era. We are moving firmly away from a Eurocentric study of history. To challenge the perception that people of colour only existed historically in the post-colonial era, we have transformed our Empire and Slavery schemes to incorporate essential knowledge of the successes of medieval empires outside of Europe (Mughal Empire and African Kingdoms). In addition to this, we understand the responsibility we have to challenge the negative racial stereotypes that our students may well be exposed to externally, and have prioritised teaching the positive contributions of the BAME community throughout history. Our GCSE exam units are well placed to develop our older students'

understanding of issues surrounding race. Evidently, the 'Living under Nazi rule' unit introduces students to anti-Semitic racism and the horrific historical consequences of this. Teachers within the department understand their individual responsibility to take all possible opportunities to apply this learning to modern-day life and to condemn racism in all forms. Additionally, 'the Making of America' unit builds upon the knowledge of colonialism and the slave trade, acquired during y8, and educates students on the repercussions these events had on black people within the Americas.

- Reading fluently is a central tenet to learning in history. All of our resources include extended, challenging text that we use reading reconsidered techniques to help the students to access. Most commonly, we use the strategies of 'control the game' and 'accountable independent reading' to stretch and challenge the students with these texts. Students read material written by professional historians and are given the tools to access and analyse these texts at every stage of the curriculum.
- Our history curriculum tightly aligns to our school sentence. The declarative and procedural knowledge learned prepares students to study history at A Level and University, and gives a solid foundation for many other subjects too. These skills and pieces of knowledge in turn prepare students for a broad spectrum of top jobs. The breadth and depth of study strongly equips students with the cultural capital and confidence necessary to remain curious about the past, be empathetic active citizens, and ultimately lead great lives.

• Beyond the National Curriculum

- Students take part in expeditions that take them beyond their current experience, including an expedition to the UNESCO World Heritage monastic ruins of Fountains Abbey at upper school. We also have plans to organise an annual trip to the Slavery Museum in Liverpool for year 8 students - an important trip to develop students' knowledge of colonialism and the slave trade. We believe this is a different form of powerful historical knowledge for the students; to know how to interact with heritage sites, to contextualize their current learning and to enhance their love of the subject by seeing how history is manifested in society. Students in Year 7 and 8 complete further historical depth studies during humanities lectures, including learning about the Mongols and the Renaissance, which they wouldn't ordinarily learn.

Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge Introduced	Who are the British people? Romans, Saxons, Vikings, Normans	What was life like in Medieval societies? Mongols, Mali Kingdom, Medieval peasantry, Black Death	Why was the Early Modern period revolutionary? Renaissance, Reformation, Black Tudors, English Civil War
	Knowledge Revisited	Medieval studied at Primary	Norman Conquest	Normans, Medieval societies
Year 8	Knowledge Introduced	How did the impact of Empire vary? Mughal Empire, early modern Africa, Slave trade	What was the legacy of Empire and Slavery? Abolition, Industrial Revolution, Saltaire	How did WW1 define the 20th Century? Causes of WW1, WW1 experience, WW1 impact
	Knowledge Revisited	Use of power by rulers across time periods	Imperialism, Empire in Africa and India	Medieval societies, Norman conquest
Year 9	Knowledge Introduced	How did the Nazis take and keep power? Events of 1933, Police State, Propaganda, Resistance	What was life like in Nazi Germany? Lives of Women, Men, Children, Minorities	How did the War change Nazi rule? 1939-45 Germany, occupied countries, Holocaust
	Knowledge Revisited	WW1, imperialism, Power	1933, Propaganda & Police State	Taking & keeping power, Life in Germany
Year 10	Knowledge Introduced	How did Elizabeth I rule England? Government, patronage, Catholic threat, censorship & propaganda	What mattered to Elizabethans? Culture, Class, Adventurers. What was America like 1789-1838? Expansion, Slavery	What were the tensions in America 1838-1900? The West, Civil War, Native American Wars, Big business, Cities
	Knowledge Revisited	Nazi Germany 1933-39	Nazi Germany 1939-45	The Elizabethans



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
Year 11	Knowledge Introduced	What can we learn from the ruins of Fountains Abbey? Medieval monasteries, reformation, excavations	Who migrated to Britain 1250-1750? Reasons for migration, migrant experience, migrant impact	Who migrated to Britain 1250-present? Reasons for migration, migrant experience, migrant impact
	Knowledge Revisited	Making of America, Living under Nazi rule, The Elizabethans	Making of America, Living under Nazi rule, The Elizabethans, Fountains Abbey	Making of America, Living under Nazi rule, The Elizabethans, Fountains Abbey

**A powerful, knowledge-rich curriculum teaches both substantive knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on the Trust website, for further information about how we have designed our curriculum around these concepts .*

Homework

From Y7 onwards, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice for every year group and is tied to Morning Meeting.

In addition, to support depth of learning and retrieval of powerful knowledge specifically in our subject domain we also:

- Complete extended homework at least 3 times a cycle to practice a variety of skills; analysing, explaining, judging.

