# The Archway Learning Trust History Intent

# The History curriculum is designed to provide a complex and nuanced chronological narrative of English, British, and international histories. As custodians of what we teach our students, we provide a diverse curriculum with ‘windows’ to take students beyond their immediate experience, and ‘mirrors’ so that our students see themselves reflected in the curriculum. The ambitious knowledge-based curriculum is accessed through overarching key enquiries, supported by lesson enquiries with second-order concepts at their core such as change and continuity, cause and consequence, significance, similarity and difference, sources and interpretations.

# While being ambitious, we want History to be inclusive both in what is taught, as well as how. As such we ensure our lessons are accessible and personalised. We aim to provide a diverse experience through historical scholarship woven throughout each year group, with extended writing opportunities provided for students to deliberately practice their writing, coming from explicit teaching of historical writing. Our ambition is to broaden our historians’ wider cultural literacy, while interrogating conflicting and diverse historical interpretations within lessons. Through direct instruction of writing techniques, we aim for students to not only understand the broader narrative in history, but to question, challenge and construct historical arguments rooted in the discipline.

# Through the study of History at KS3, students in Years 7, 8 and 9 will be provided with a broad and balanced curriculum that provides insight into the history of the British Isles and its place in the wider world alongside international history. The focus of this curriculum centres on powerful knowledge to develop knowledge and skills relating to the second order concepts as well as aiding in the development of well rounded, balanced and critically thinking individuals. History works in tandem with the other humanities subjects to provide students with sufficient economic, social, political and cultural literacy to ensure that they are more tolerant, confident and empathetic individuals.

Lees Brook Academy - Intent

At Lees Brook School we believe that History helps to provoke and provide answers to questions about how the past has influenced out present. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. To understand the history of these islands, their country and their own place as global citizens. The History curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can, and are used, to promote their spiritual, moral, social and cultural development. History is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children’s interest and understanding of diverse time periods, countries and people, together with a deep understanding of British and global histories using in depth and broad studies from the 11th Century to the 20th Century. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Lees Brook and also to their further education and beyond.

# Domains of knowledge

These are the subject, topics or time periods of a subject. Below are the proposed domains for History. All domains are in the Key Stage 3 National Curriculum for History and therefore should be covering in our Key Stage 3 curriculum. The Holocaust **must** be taught to **all** students prior to Options choices.

The only domain below not required in the National Curriculum is African History.

* Medieval History (pre-1066)
* Medieval History (post-1066)
* Early Modern History
* 18th and 19th Century History
* 20th Century History
* The Holocaust
* African History
* Local History
* British History
* European History
* Asian History
* History of Rights

While the domain names above are not used in the National Curriculum, they are developed from the National Curriculum headings below. The National Curriculum states that the following periods must be covered:

* The development of the Church, state and society in Medieval Britain 1066-1509.
* The development of the Church, state and society in Britain 1509-1745.
* Ideas, political power, industry and empire: Britain, 1745-1901.
* Challenges for Britain, Europe and the wider world, 1901-present day
	+ Must include the Holocaust.
* A local history study
* The study of an aspect of theme in British History that consolidates and extends pupils’ chronological knowledge from before 1066.
* At least one study of a significant society or issue in world history and its interconnections with other world developments.

# National Curriculum Aims:

* Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
* Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
* Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
* Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
* Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

# End Points

These should be challenging ‘end points’ for your curriculum. They should:

* Reflect the priorities of your intent
* Be coherent with the domains of knowledge chosen
* Coherent with key concepts chosen e.g. disciplinary concept such as causation
* Reflect the next steps in pupils’ learning in order to prioritise curriculum content to better prepare them (when broken down to each year group)
* End points should go beyond the National Curriculum descriptions and GCSE/A Level specifications.
* End points should act as ‘windows and mirrors’ on your pupils lives.

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| 1. **To be able to analyse and critically evaluate evidence, employing deep, flexible knowledge in history to construct and respond to historical questions, through second-order concepts.**
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| **End of Year 7** | **End of Year 9**  | **End of Year 11** |
| To develop pupil’s ability to have a broad sense of period.  | To ensure pupils have a broad sense of period and of key events, people and places in order to be able to decode historical questions and argument. | To ensure pupils have a deep knowledge and understanding of key events, people and places in order to engage with and evaluate historical questions and argument.  |
| To apply increasingly flexible knowledge to compare and construct simple arguments, historical periods, and make inferences of historical interpretations. | To apply developed flexible knowledge to compare, contrast and construct arguments, historical periods, and analyse historical interpretations. | To ensure pupils knowledge and understanding is flexible so as to compare, contrast and construct arguments, historical periods and evaluate historical interpretations.  |
| To ensure pupils are able to recall their knowledge over time through knowledge quizzes, retrieval practice, and through sentence and paragraph construction. | To ensure pupils are able to recall their knowledge over time through knowledge quizzes, retrieval practice, and through extended writing. | To ensure pupils can successfully transfer their knowledge and understanding between learning contexts e.g. from a knowledge quiz or retrieval practice, to essay writing or exam practice. |
| Pupils should be able to describe and simply explain causal reasoning for at least two causes and/or consequences. | Pupils should be able to evaluate a range of causes and/or consequences, being able to ascribe significance to these e.g. short and long-term. | To develop pupil understanding of the relationship between cause and consequence, the nature and types of multi-causal webs, weighting of causes, and the short-term and long-term impact of consequences. |
| Pupils should be able to identify changes, using weighted language to consider the extent of changes and continuities.  | Pupils should be able to identify the nature of changes, while using weighted language to articulate the pace and scale of changes and continuities.  | To develop pupil understanding of the nature, pace and scale of change, while understanding that continuities can occur in parallel to change.  |
| Pupils should be able to simply explain the significance of events, people, developments or ideas. Pupils should be able to identify short and long-term significance.  | Pupils should be able to explain the short and long-term significance of events, people and developments, or ideas including beginning to use the GREAT model (ground-breaking, remembered, effects that are far-reaching, affecting the future, terrifying).  | Pupils should be able to explain the short-term and long-term significance, and confidently use the GREAT model (ground-breaking, remembered, effects that are far-reaching, affecting the future, terrifying).  |
| Pupils should be able to describe similarities and differences between key people, events, beliefs, attitudes and ideas. | Students should be able to explain similarities and differences between key people, events, beliefs, attitudes and ideas. | To be able to explain similarities and differences between key people, events, beliefs, attitudes and ideas across historical periods and how this links to changes or continuities throughout history. This includes explaining reasons for the similarities and differences. |

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| 1. **To be able to critically evaluate historical interpretations and sources.**
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| **End of Year 7** | **End of Year 9**  | **End of Year 11** |
| To explain differences between historian’s views and interpretations. | To utilise knowledge to support or challenge historians views and interpretations. | To be able to analyse the arguments of historians and historical interpretations, interrogating the ways in which they are convincing. |
| To be able to decode key vocabulary and messages used by historians to an age appropriate level. | To be able to decode and use a range of key vocabulary used in the arguments of historians and interpretations to summarise key arguments. | To be able to decode and use a wider range of key vocabulary in the arguments of historians and interpretations to reflect on language choice and how it affects their argument. |
| To be able to identify content (e.g. quotes) and provenance of sources and interpretations and use these to describe differences. | To be able to identify and describe differences between historical interpretations, using content and provenance as a basis. | To be able to compare the similarities and differences between historical interpretations based on what is argued, how and why they have constructed their argument.  |
| To be able to use the content of sources and interpretations to explain views differ. | To be able to synthesise the arguments of historians, using content and provenance to begin explaining how and why their views differ and have been constructed. | To be able to apply writing techniques utilised by historians (such as weighted language, signposting, simple and complex sentences) in their own written argument. To develop pupil’s abilities to interrogate how and why historical interpretations differ, by interrogating, corroborating and challenging their content and provenance based on the historical period, and context within which interpretations were written. |
| Pupils will be able to support or challenge the content of sources, identifying ways it may be useful.  | Students will be able to identify and explain reasons a source is useful. They will be able to use knowledge to support or challenge the content and/or provenance of a source. | Pupils will interrogate historical sources by evaluating, corroborating and challenging their content and provenance based on their understanding and deep knowledge of the historical period and context. This includes considering the utility of sources as a pair. |

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| 1. **To be able to construct and write written, tentative argument, utilising disciplinary literacy.**
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| **End of Year 7**  | **End of Year 9**  | **End of Year 11** |
| Students will be able to use evidence to shape historical argument a paragraph. | Students will be able to use an increasing range of evidence to shape historical argument within multiple paragraphs.  | To be able to manipulate and shape historical evidence to construct sustained argument throughout an answer. |
| Students will be able to use simple weighted language, such as major and minor, in response to historical argument. | Students will be able to use weighted language in response to historical argument in order to provide a developed weighted opinion that is supported by historical knowledge. | To be able to use a broad range of sophisticated weighted language in response to historical argument in order provide complex weighted opinion. This argument will be supported by a range of historical knowledge. |
| Students will begin to develop a basic understanding of language used in relation to second-order concepts. | Students will be able to recognise and consider how historians use historical language connected to second-order concepts in order to construct an historical argument. | To be able to utilise the vocabulary of historical writing, such as that of cause and consequence, change and continuity, significance, similarity and difference, in order to construct a sustained argument.  |
| Students to be able to Students will be able to assess their own responses against a specific set of criteria and action improvements. | Students will be able to review and edit their historical argument in response to teacher feedback.  | To employ the process of crafting, reviewing and editing historical pieces of writing in order to improve historical argument.  |
| Students will be able to understand differing arguments and opinions.  | Students will be able to provide and explain counter-arguments to challenge established arguments. | To be able to critically challenge counter-arguments by highlighting weaknesses in their claims. |

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| 1. **To develop a sense of period and ‘fingertip knowledge’ of that period.**
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| **End of Year 7** | **End of Year 9**  | **End of Year 11** |
| To be able to place events, people and ideas within chronological order and narrative.  | To be able to place events, people and ideas within a chronological framework and the context of the topic, beginning to link to other topics. | To be able to place events, people and ideas within both the chronological framework and context of the topic, and wider period.  |
| To be able to identify similarities and differences between the present day and period being studied.  | To be able to draw broad historical comparisons between the present day and the period being studied.  | To be able to articulate the similarities and differences between the present day, and the key characteristics of the period to better comprehend changes and continuities.  |
| To understand and describe different beliefs, attitudes and ideas. | To be able to explain beliefs, attitudes and ideas of people from the historical period studied.  | To be able to articulate key features and characteristics of historical periods that embellish understanding of historical contexts e.g. beliefs, attitudes, ideas. |
| To understand and describe key events and developments in chronological order, beginning to link causes to events, and events to consequences. | To be able to explain key events and developments in chronological order, including causes and consequences.  | To be able to construct narrative accounts of key events and developments, including adding importance of causes and consequences to these narratives. |
| To be able to identify local, national and international histories. | To be able to link local, national and international histories, identifying connections between them. | To be able to compare senses of scale in historical periods, between local, national and international history. |