

All Saints Academy

History curriculum

Maya Angelou *'The more you know about history, the more liberated you are'*.

At all Saints Academy, our history curriculum is committed to the ethos of *'Living Well Together in Dignity, Faith and Hope'*. Through our history curriculum, students at All Saints Academy will be able to walk through their streets of their home and understand it in a different and more nuanced way than they did before they commenced their studies with us. Importantly, our history curriculum develops our students' capacity to display more dignity and respect for the world around them. The All Saints Academy history curriculum compliments our Christian ethos, as we explore the continuities and change in the Church. Crucially, though, we also believe that the content of our history empowers our students to have faith in themselves. Although history is often viewed, simply, as the accomplishments of 'great men' of the past, our history curriculum demonstrates the power of the individuals and groups who hitherto might have been neglected as key forces in driving historical change. By educating our students about these groups, we hope that our students similarly acknowledge and respect their ability to become global citizens, who are sensitive and attuned to the complexities of life.

The history curriculum at All Saints Academy is inclusive to all of our students. Our pupil premium students are supported with equipment and the support in lessons with student support workers. Barriers are further broken down for our SEND students, as we support students through the use of writing frames, the use of visual and auditory sources, as well as adjustments in time and reading support in assessments. We help break down new learning into smaller and more manageable steps for students, supported by live modelling and the use of individual or small group work with a student support worker.

Students arrive to All Saints Academy with a curiosity for the past. However, we have found that they have not developed an equal level of disciplinary and substantive knowledge of this subject. By the end of Year 7 we want all students to have the same level of chronological knowledge of the development of Britain, but also fundamentally an understanding of how historians construct their explanations of the past. For this reason, we begin our Year 7 curriculum embedding fundamental knowledge and skills related to the role of an historian.

Research informed practice in Social Sciences (History):

History is a subject that harnesses and develops literacy skills. History teachers, therefore, need to empower their students to read expository texts and engage with history books. In particular, the 'History Research Journal' article 'Relationships between adolescent students' reading skills, historical content knowledge and historical reasoning ability' This article reveals that the history curriculum 'in lower secondary education should promote students' reading skills in order to promote students' historical content knowledge and

historical reasoning ability. As such, 'history teachers could use expository texts as a basis for their instruction, followed by classroom discussions'. We do this in our KS3 History curriculum by embedding historical writers and building lessons around specific texts.

Additionally, the Ofsted Research Framework which states that how specific examples can make the unfamiliar elements of new material more meaningful. Through specific examples, pupils will have an access point for making sense of more abstract ideas. It also encourages us to use the term 'historical enquiry' to refer to the complex tools, methods and assumptions that historians draw on. It is important to note that 'historical enquiry' describes the way that historians approach the study of the past. This is further corroborated by Mary Myatt in 'Huh' as well as in 'Curriculum: Gallimaufry to coherence' by M. Wyatt. In this book, it is recommended that we help foster our pupils' capacity to 'know that events in the past are connected related to events at the time and have a legacy, often lasting until today'. This means thinking about the history curriculum planning as less of a stage set on which certain things happened and more of a chapter in the story which involves us all, up until today'. In this sense, we help our students recognise 'where on this timeline does a period take place and how in order to establish a 'framework of the past'? Elizabeth Carr and Christine Counsell also echo the value of embedding timelines in assessment to help evaluate the chronological understanding of our pupils.

Moreover, we have also examined SEND focused research ("[Including students with SEN and/or disabilities in secondary history](https://www.ioe.ac.uk/research/research-reviews/including-students-with-sen-and-or-disabilities-in-secondary-history/)", [ioe.ac.uk](https://www.ioe.ac.uk)). In this handbook, the concept of reinforcing our lessons and learning activities with opportunities for students to exhibit their knowledge in ways which remove certain barriers. For some activities, you may need to provide a 'parallel' activity for students with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using dedicated computer software to create scenarios for pupils to think through and explore rather than text-based material. Occasionally, students with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers. Assessing students' progress involves using a range of methods and evidence of learning so that assessment becomes an integral part of learning.

Specific support planned for SEND students:

In History students start the lesson with a retrieval task on nearpod to engage them with the text. Sentence starters and writing frames are provided during assessment for learning and independent practice tasks, and printouts are provided. The reading link contains differentiated questions to allow for all students to access the start of the lesson. Worksheets are modelled, often providing model answers on the whiteboard, so that students know what is expected from them. Often the new learning is broken down into small chunks; this means that the new learning slides may be extended over two to three slides, instead of one just one. Pictures and interesting images are used to punctuate text and learning mats are used.

Year 7 History

Substantive knowledge

Students will embark upon their historical journey at All Saints Academy by expanding upon the concept of chronology: a concept previously taught at KS2. Building on this skill from KS2 to KS3, students will also investigate and reflect upon the impact of Ancient Rome: assessing how it transformed into an empire and its significance in the British Isles. Year 7 are introduced to the concepts of identity and society, where they will apply these concepts to medieval life, by examining the feudal system and the Domesday Book. This also represents an opportunity for students to assess the cultural significance of their local area. We do this by way of examining the Domesday Book's portrayal of Houghton Regis. Thereafter, Year 7 will progress into the Tudor period, further enriching their understanding of the chronological development of the British state. Forming part of this inquiry, students will evaluate reasons underpinning transformations in church and state in England precipitated by Henry's break away from the Roman Catholic Church. Our students also pursue an enquiry into how life changed for the British people during the English Civil War. As a final element to the year, students will evaluate the African empire of Mali and the reign of Mansa Musa: the wealthiest man to have ever lived. This forms a supportive transition to Year 8, where students will evaluate the impact of imperialism on native populations.

Disciplinary knowledge

We ensure that our students are able to communicate what continuities and changes developed over the chronology of this period. Across our Year 7 curriculum, we want all of our students to identify with the past and recognize its centrality in shaping their own society and culture. With this in mind, we have paid particular attention to the representation of people of BAME backgrounds in our history. Aside from introducing our Year 7 students to continuity and change, similarity and difference between different historical examples and contexts, we also create a foundation upon which they can develop their source and interpretation-based skills. By allowing our students to read modern historical scholarship as well as helping them to access primary sources, Year 7 will equip themselves with the essential skills of a historian that will help them throughout the trajectory of the KS3 curriculum.

Year 8 History

Substantive knowledge

Building on their knowledge and skills from Year 7, our students in Year 8 will broaden their understanding of the ways in which Britain and the wider world transformed due to the impact of imperialism. Initially, students in Year 8 will contemplate the impact of the British Empire. We shall nurture all of our students' capacity to reflect upon the negative aspects of imperialism.

Year 8 will formulate a rigorous and evaluative inquiry into the impact of imperialism on the native population of Australia, India and Africa. Our Year 8 curriculum further enriches our students' understanding of the impact and legacy of empire by examining the impact of the slave trade. Not only will our students develop a deep knowledge and understanding of the slave trade and its eventual abolition, they will be able to explain the role of former enslaved people in their own fight for emancipation. Furthermore, it is integral that our students evaluate the lasting legacy of slavery and recognize its contemporary significance to modern Britain.

Moving onwards, our Year 8 will engage with a synoptic study of Peter Frankopan's book 'Silk Roads'. Frankopan's study traces continuities and changes in commerce, politics and culture in Asia. Such a study broadens our students' cultural awareness and historical appreciation for an aspect of history that was happening contemporaneously to many of the topics previously studied in Year 7 and 8. In particular, the substantive concept of empire, which dominates conversations in lessons, is evaluated within another context: namely, the role and influence of Persia in shaping Western cultural identity.

Disciplinary knowledge

Through this knowledge-rich curriculum, we shall empower our students with the knowledge and skills to draw substantive conclusions about the role and significance of empire, cast against the backdrop of both Britain and Persia. Students will evaluate the consequences of British imperialism and assess the impact of its influence on the world. Our students will assess historical interpretations of the Empire as well as further develop their capacity for source evaluation. Students in Year 8 will be able to theorise similarities and differences between different countries that experienced the impact of imperialism, as well as assessing continuities and changes between life in these nations before and after colonization.

Year 9 History

Substantive knowledge

We begin Year 9 with a local study of the hat industry in Luton, which helps students interpret the cultural and historical relevance of their own local area to the industrial revolution. Students will broaden their understanding of life during the industrial revolution by applying it to the role of protest and political reform during this century. Students will compare these historic movements to modern-day struggles for political, cultural and social reform. The theme of political action and public participation in politics progresses chronologically so that it accounts for significance of the political reform movement, the Anti-Corn Law League, the Anti-Slavery movement and the Factory and Poor Law Reformers of the 1830s and 1840s. Our students at All Saints will be able to explain and evaluate the significance of women in these movements; hitherto obscured in the historiography of nineteenth-century British political history.

Year 9 students will be able to extend their thematic understanding of the role of women during WW1, to a specific study of this global conflict. At the end of year 9, we build a social

and cultural image of Britain during the Second World War. Our students will be able to recognize the contemporary and social importance of the legacy of the Holocaust to the present day. As well as considering the reasons underpinning the outbreak of this war, our students are also able to formulate a clear and knowledge-rich understanding of the legacy of the local history of Bletchley Park. This formulates a clear cross-curricular link with mathematics and science, as we celebrate the cultural significance of the women who helped break the elusive Enigma Codes.

Disciplinary knowledge

The Year 9 history curriculum at All Saints Academy Dunstable enables all of our students to develop disciplinary skills required to support their interpretations and evaluations of the past. Our broad and balanced Year 9 curriculum engages with challenging topics that will empower our students to evaluate, confidently, the significance of life during the industrial revolution, the changing role of the people from the 19th to 20th century as well formulating an understanding of events and knowledge of 20th century events such as the First and Second World Wars. Our students use the platform of their studies in Year 7 and Year 8 to build upon their source and interpretation skills as we scrutinise historical viewpoints on these issues. During Year 9 students will be able to demonstrate progression in these skills as they apply more rigorous historical knowledge and assess limitations when evaluating these formats.