

## 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 SSWs. 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.

### 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. All students are also provided with termly learning mats with both supportive and star challenge materials.

After the AP1 mock exams in November 2023, the whole year group will spend December filling the gaps in their knowledge. These gaps are ascertained from the Question by Question Analysis documents which are used by all staff. The gaps in December 2023:

Chronology
Roman religion
Anglo-Saxon and Norman religion

### **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. All students are also provided with termly learning mats with both supportive and star challenge materials.

After the AP1 mock exams in November 2023, the whole year group will spend December filling the gaps in their knowledge. These gaps are ascertained from the Question by Question Analysis documents which are used by all staff. The gaps in December 2023:

The British Empire's legacy
Reasons why the Trans-Atlantic slave trade was abolished

### **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 19<sup>th</sup> to 20<sup>th</sup> century as well formulating an understanding of events and knowledge of 20<sup>th</sup> 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. All students are also provided with termly learning mats with both supportive and star challenge materials.

After the AP1 mock exams in November 2023, the whole year group will spend December filling the gaps in their knowledge. These gaps are ascertained from the Question by Question Analysis documents which are used by all staff. The gaps in December 2023:

Public health and crime in the 19 <sup>th</sup> -cneury town
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Housing in the 19 <sup>th</sup> century town
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