

History

Curriculum Principles

By the end of their secondary education, a student of History at Dixons McMillan will have:

- developed a strong awareness of modern British and global society and the complex narrative of how that society came to be;
- investigated how different and diverse groups of individuals created that society over many centuries;
- explored how the events of the past have been influenced by the cultural, religious, and political attitudes of those involved;
- enriched their skills as a historian through the extended writing of argument and judgement around the events of the past;
- enhanced their ability to critically analyse contemporary and modern historical interpretations about the events of the past.

In order to truly appreciate the subject and create deep schema, topics within History have been intelligently sequenced with the following rationale:

- students will develop a broad but detailed understanding of historical chronology, with all students charting the development of key concepts such as democracy and diversity within past societies and how it has contributed toward society today
- each historical period covered will be themed around an overarching enquiry question (Riley: 2000) in order for students to develop their own ability as a historian in creating arguments and developing empathy to make judgements
- key historians will be referenced throughout, with their interpretations and judgements being a driving force behind students' own development in their historical thinking skills
- second order historical concepts (such as significance, causation, diversity, and change over time) are referenced throughout the curriculum which is taught to enable students to better access higher order historical thinking skills and to properly organise their thoughts, ideas, arguments and judgements

The History curriculum at Dixons McMillan has been influenced by:

- students will be taught powerful knowledge (Young: 2014, 2020) in all areas of the History curriculum, that being knowledge which is domain specific and 'the best that is currently taught and known' (Watson, et al: 2019)
- students will not be exclusively taught a curriculum which is knowledge-focused or exam skills-based, but instead be taught knowledge which will enable them to access their examinations but most importantly: beyond
- as well as 'core' powerful knowledge needed to be academically successful, students will be taught knowledge in the 'hinterland' (Counsell: 2018) which allows them to contextualise that core knowledge, but also the world around them in which they live along with the current affairs in which they read and see
- students will be exposed to a wide range of different interpretations about the past and how it might formulate their own ideas about the world we live in today and the future world they will take part in creating. There will be explicit links in appropriate lessons made to current affairs topics, such as wider national and global issues (e.g. Ukraine and the legacy of the Cold War, Black Lives Matter and the legacy of imperialism and slavery, Arab-Israeli conflict and the legacy of colonialism in the Middle East & Beyond)
- ensuring that students can contextualise the history which they are learning within the framework of lesson allocation. Year 7 History will not be a '1066 and all that' curriculum but will instead look at a broad overview of key episodes of the ancient world and their impact upon Britain, before considering early medieval, high medieval, late medieval, and early modern Britain. Throughout, notions and themes of power, kingship, democracy, tyranny, conflict, and migration will be addressed. Year 8 History similarly will aim to give students a broad overview of the chronology of key episodes from 1600 onwards, whilst addressing injustice, protest, and how history has impacted upon the geopolitics of today. All students will learn about the Holocaust.

Our History curriculum ensures that social disadvantage is addressed through:

- as per Bourdieu's forms of capital (Bourdieu: 1986), History as a subject affords students the ability to rapidly increase their levels of cultural capital in order to better access the world around them. As Bourdieu states, 'the social world is accumulated history' and as such it is a requirement for those who want to better access the world through the acquiring of cultural capital that an awareness of this 'accumulated history' is striven for
- ensuring that within the historical curriculum there is a wide array of opportunities for students to develop their literacy skills. Students will use a number of whole class reading strategies of challenging texts (Lemov et al: 2016), along with analysis of contemporary and modern historical sources and interpretations, allowing students to better get to grips with more complex non-fiction writing within one particular subject domain
- students will be taught using booklets. This adheres to the Lemovian principle of 'everything in one place' (Lemov: 2021). All activities that students will complete, from marked work, Directed Independent Review Time (DIRT) work, to source and interpretation analysis will be done within a bespoke booklet



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.

- Knowledge retrieval plays a large role at the start of every History lesson. Students will always complete a short quiz on mini whiteboards at the beginning. Half of the questions will retrieve knowledge from the previous lesson, whilst the other half of questions will retrieve knowledge from further back. This will be consistent across KS3 and GCSE allowing for a settled start but more importantly, engaging all in the class in accessing that day's learning (Sherrington: 2019)
- The History curriculum has been sequenced to allow for focused revision and interleaving of knowledge retrieval from previous learning especially in the run-up to an assessment or marked piece of work. Whilst retrieval arrival activities will allow for greater access of new learning and content, building upon what is already known, homework and revision and recap lessons will ensure that that knowledge is revisited throughout a student's history career (Lemov: 2021)
- At Years 10 and Year 11, students will also have one lesson per week (of three) where there will an opportunity for teacher input on a topic or unit previously studied, followed by whole class timed exam practice of a particular question type. These question types are mapped out at the beginning of the year based on previous cohorts' misconceptions and gaps in their ability, but will be reviewed and changed upon cohort analysis of marked pieces of work and assessments

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers. We fully believe History can contribute to the personal development of students at Dixons McMillan through:

- ensuring that students have access and exposure to a wide array of views and opinions about the events of the past in order to develop empathy in order to make their own judgements about the present. Whilst students will not be encouraged to make direct comparisons between the present and past, they will be encouraged to see how certain problems and issues were dealt with, and why they should, in their lifetimes, work to be the changemakers of the future
- giving opportunity for students to visit local historical sites which they might not have necessarily visited before. All students at GCSE History will visit the UNESCO World Heritage Site of Fountains Abbey and Studley Royal in Year 10. Further opportunities for educational visits also will include locations such as local museums and heritage sites (e.g. Leeds City Museum, the Royal Armouries at Leeds, Bolling Hall, the Bradford Industrial Museum, Skipton Castle, the UNESCO World Heritage Site of Saltaire model village)
- developing a sense of the social, cultural, religious, racial, and political diversity of Britain and the world, through exposure to historical and contemporary testimonies along with the work of key historians and their works, from Mary Beard's *SPQR* to Sathnam Sanghera's *Empireland* and David Olusoga's *Black and British*
- ensuring there are explicit and in depth links to how qualifications in History, from secondary level onwards, can benefit a student in their academic and career progression, from development of formal academic writing style to a knowledge of key careers whereby History qualifications can help (e.g. politics, business, law, journalism, education)

Further information can be found in:

- OCR B GCSE (9-1) History (Schools History Project) exam specification
- History Curriculum Overview (KS3 & GCSE)
- History Long Term Plans (Y7-11)
- KS3 (Y7-8) and GCSE (Y9-11) Schemes of Work (Y7-8)

References:

- **Bourdieu, Pierre (1986)**, 'The Forms of Capital' in Richardson, J., *The Handbook and Research for the Sociology of Education* (1986). Westport: Connecticut, pp. 241-58
- **Counsell, Christine (2018)**, 'Senior Curriculum Leadership 1: the indirect manifestation of knowledge – curriculum as a narrative' in *The Dignity of the Thing* [online]. Available at: <https://thedignityofthethingblog.wordpress.com/2018/04/07/senior-curriculum-leadership-1-the-indirect-manifestation-of-knowledge-a-curriculum-as-narrative/> [accessed July 2022]
- **Lemov, Doug et al (2016)** 'Control the Game' in *Reading Reconsidered: A Practical Guide to Rigorous Literacy*. Jossey-Bass: Hoboken, New Jersey. pp. 225-39
- **Lemov, Doug (2021)** 'Double Planning' in *Teach Like A Champion 3.0*. Jossey-Bass: Hoboken, New Jersey. pp. 58-62
- **Riley, Michael (2000)**, 'Into the KS3 History Garden: choosing and planting enquiry questions' in *Teaching History* no. 99. The Historical Association: London. pp. 8-13
- **Sherrington, Tom (2019)**, 'Daily Review' in *Rosenshine's Principles in Action*. John Catt: Woodbridge. p. 13
- **Watson, Shirley et al (2019)**, 'Curriculum Principles at Dixons Academies Trust'. Dixons Academies Trust: Bradford.
- **Young, Michael (2014)**, 'Powerful Knowledge as a Curriculum Principle' in *Knowledge and the Future School: Curriculum and Social Justice*. Bloomsbury Academic: London. pp. 65-88
- **Young, Michael (2020)**, 'From Powerful Knowledge to the Powers of Knowledge' in Sealty, C. et al, *The researchED Guide to the Curriculum* (2000), pp. 21-28



Curriculum Overview – KS3 History

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 Y7 through to Y11 in order to equip scholars 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 schema.

Knowledge, skills and understanding to be gained at each stage			
	Cycle 1	Cycle 2	Cycle 3
Year 7	<p>What is History?</p> <p><i>Herodotus as 'father of History', Ancient Greek ideas and advances</i></p> <p>Who had shaped Britain by 1000 AD?</p> <p><i>Roman Britain, Anglo-Saxon 'golden age', migrants to Britain up to 1000</i></p> <p>What was the 11th century like?</p> <p><i>Byzantine Empire, Islamic Golden Age, Battle of Hastings and the Norman Conquest of 1066</i></p>	<p>Who were the Plantagenets and how did they come to rule England?</p> <p><i>Henry I's death and the Anarchy, Eleanor of Aquitaine, Murder of Thomas Becket, Magna Carta</i></p> <p>How did connections with the Arab World kickstart the Renaissance?</p> <p><i>European connections with the Islamic and Byzantine World, the Third Crusade, English invasions of Wales and Scotland</i></p> <p>How did a pandemic change everything in the 14th century?</p> <p><i>Mongol invasion of the Abbasid Caliphate, Mansa Musa, Black Death, the Peasants' Revolt</i></p>	<p>Who were the Tudors and how did they come to rule England?</p> <p><i>Houses of Lancaster & York, the Wars of the Roses, Battle of Bosworth, reign of Henry VII Tudor</i></p> <p>How did the Renaissance influence the Reformation?</p> <p><i>Italian Renaissance, Reformation, reign of Henry VIII, Dissolution of the Monasteries, Copernicus</i></p> <p>Why did Elizabethan England start to create an empire?</p> <p><i>Reigns of Mary I and Elizabeth I, English colonisation of North America</i></p>
CEAIG	<p><i>During Year 7, students will focus on developing their historical skills by considering what is meant by History, where it comes from, and how our knowledge of the past is determined by our understanding of historical interpretations</i></p>		
Year 8	<p>What effect did the trade in enslaved people have on Africa?</p> <p><i>The Kingdom of Benin; Mansa Musa; the Asante Empire; Development of the transatlantic slave trade; Abolitionism; cultural repatriation</i></p> <p>Was the Industrial Revolution good for everyone in Britain?</p> <p><i>Living conditions in Industrial cities; working conditions in Industrial cities; Laissez-Faire attitudes; the C19th Factory Acts</i></p> <p>Did the Suffragettes win the vote?</p> <p><i>Campaigners for the vote; Suffragettes & Suffragists; Pankhursts & Fawcett; impact of WWI and the Representation of the People Acts, 1918 & 1928</i></p>	<p>Why did Hitler come to power?</p> <p><i>Russian Revolution & Bolshevism; The Wall St Crash; Great Depression; Hitler's rise to power</i></p> <p>How did India achieve independence from Britain in 1947?</p> <p><i>The British Raj, life of Gandhi, concept of Satyagraha, Amritsar Massacre, Salt Marches, Partition of British India into India and Pakistan</i></p> <p>What was 'the Final Solution'?</p> <p><i>Historical anti-Semitism; Nuremberg Laws; Ghettos and their Liquidation; Concentration Camps; responsibility, consequences and the legacy of the Holocaust today</i></p>	<p>Did peaceful protest work in the United States of America?</p> <p><i>Emancipation; Jim Crow Laws; Rosa Parks; Martin Luther King; Freedom Riders; Malcolm X</i></p> <p>Did the Cold War ever really end?</p> <p><i>Capitalism & Communism; East Germany; Nuclear War & M.A.D.; China in the 21st century; Russia in the 21st century</i></p>
CEAIG	<p><i>During Year 8, more explicit links will be drawn to real world issues in order for students to be able to better contextualise the current affairs of today and allow greater access to the fields of politics, journalism, and law.</i></p>		



Curriculum Overview – GCSE History

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 Y7 through to Y11 in order to equip scholars 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 schema.

Knowledge, skills and understanding to be gained at each stage			
	Cycle 1	Cycle 2	Cycle 3
Year 9	<p>Viking Expansion, c.750-c.1050</p> <p><i>Life in the Viking homelands of Denmark, Sweden, and Norway; Viking pre-Christian beliefs and rituals; changing nature of Viking trade and settlement in Russia; trade with the Arab World; Viking relations with the Byzantines; causes of Viking raids on Western Europe; the 'Great Heathen Army' of 865-879; nature and extent of Viking settlement in Britain, France, Ireland and across the Atlantic; C10th & C11th Kings of Denmark: Bluetooth, Sweyn, Cnut</i></p>	<p>The Norman Conquest, 1065-1087</p> <p><i>The nature, structure, and diversity of late Anglo-Saxon England; pre-Conquest Normandy; Battles of Fulford, Stamford Bridge, and Hastings; Uprisings against Norman Rule; the Harrying of the North; Rebellion of Hereward the Wake; pre-Conquest fortifications in England; the purpose and function of castles; the purpose and function of the Domesday Book; the extent of the Norman 'Yoke' upon England</i></p>	<p>Migrants to Britain, c.1250-1750</p> <p>Medieval England: <i>Jews, their treatment and their expulsion; Italian Bankers, Flemish Weavers, and the development of England's woollen trade; official & unofficial responses to Migrants</i></p> <p>Early Modern England: <i>the Reformation and the growth in world trade; Huguenots and Palatines; Hansa Merchants; Jews back in England; the Roma; early African and Indian migrants to Britain</i></p>
CEAIG	Students will develop their knowledge of associated careers such as archaeology, history, and law, and politics		
Year 10	<p>Migrants to Britain, c.1750-Present</p> <p>Industrial & Imperial Britain: <i>Industrialisation and growth of empire; Irish migration and experience in Britain; Lascars; growth of diverse communities; Eastern European Jews, Italians & Germans</i></p> <p>Britain since c.1900: <i>Impact of wars on migration; Commonwealth migrants and decolonisation; legislation and anti-racism movement; economic migrants, refugees and asylum seekers</i></p>	<p>History Around Us: Fountains Abbey</p> <p><i>Catholic monasticism in the High Medieval Period; establishment of Fountains Abbey; growth of Fountains Abbey; problems encountered including 'sheep scab', the Black Death, and Scottish invasion; decline of the monastery and reinvigoration in C15th; Reformation and Dissolution; Studley Royal water gardens; establishment as a UNESCO World Heritage Site and impact upon tourism today</i></p>	<p>Living under Nazi Rule, 1933-1945</p> <p><i>Hitler's consolidation of power 1933 – 1934; Heinrich Himmler and the machinery of terror including the SS, the Gestapo, the judiciary, and the concentration camps; Joseph Goebbels and Nazi propaganda; preWar opposition; the impact of Nazi policies of men, women, workers, and young people; Nazi pre-War racial policy; the growing persecution of Jews; the Nuremberg Laws</i></p>
CEAIG	Students will develop their knowledge of associated careers such as archaeology, architectural history, and journalism		
Year 11	<p>Living under Nazi Rule, 1933-1945</p> <p><i>The move towards a war economy 1939 - 1942; growing wartime opposition from ordinary people; wartime opposition from the Army; the impact of 'Total War' upon life and the economy; life in the occupied territories of the Netherlands and Poland; the Holocaust including the Einsatzgruppen, ghettos and their liquidation, and the 'final solution'</i></p>	<p>Exam preparation</p> <p><i>Interleaving throughout Year 10 and Year 11 with an exam practice lesson once per week</i></p> <p><i>Final revision of key knowledge content based on misconceptions and next steps from mock examinations</i></p>	
CEAIG	Students will further develop their knowledge of associated career paths such as law, journalism, and politics		

