

Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

The History department has used their expertise to produce a curriculum that is open to all as we believe that history is a lesson that every student should have access to no matter their starting point.

An example of our ambitious curriculum can be seen in the year 7 Leadership module taking the students on a chronological journey focusing on leaders from around the globe. Students are asked to think about the characteristics of leadership (charismatic, quiet, servant and transformational). Using those characteristics, they are asked to make a judgement on the type of leadership of that individual. At all times, students are encouraged to think carefully about their own opinions and biases when looking at leaders including common misconceptions and stereotypes. Students are further encouraged to discuss the styles of leadership they encounter, and to see how those skills can be applied in modern society and in their own community.

A further example of the ambitious nature of the history curriculum can be found in the year 8 Agricultural/Industrial Revolution module. Students are encouraged to explore the skill of innovation through the changing nature of the British landscape. A unique part of our curriculum is showing students agricultural techniques - both historical with changes leading to the contemporary system we have today - linked to the local community and county. An assessment of why Britain needed to change the way it grew its crops post 1750 allows students to demonstrate what they have learned and apply it to a model field system.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

As a department we teach for the specific purpose of developing a student's understanding through retrieval and building on previously taught skills.

An example of the curriculum that is taught to be remembered would be the Year 8 module on Empire. Empire is a subject that has come up in recent times in various guises whether through the aim of decolonising the curriculum or teaching specifically about certain individuals and atrocities. Our history department build on the previous year 7 knowledge of looking at history in an unbiased way and the teaching of Empire is no different.

Empire runs through the entirety of history either as the Roman Empire to the British

and Ottoman Empires. We start our Empire module looking at the Spanish Conquest of South America linking into the English curriculum's Tempest module that allows students to have a better understanding of Colonialism in Shakespeare's time. We ask the students to look at Aztec culture before and after the arrival of the Spanish to discern what changes were made and to judge if the changes were positive or negative. Within this module religion and freedom of belief is taught through the Aztecs society, intentionally linking to British values and our school ethos of respect, justice and truth.

Beyond the Spanish Empire, the students then turn their attention to the British Empire from its inception after the Spanish Armada to the collapse of the East India Company and exit of colonial rule from India. This continues through to our year 9 modules on World War I and World War II with the end of British imperial rule and creation of the Commonwealth.

A further example of how the history curriculum is taught to be remembered can be seen in the Year 7 Battle of Hastings module looking at the feudal system and how England was ruled in medieval times. This carries on through the year 7 Medieval mayhem module with the introduction of Magna Carta and the role of Barons limiting the power of the crown. Year 8 is where the feudal system changes with the introduction of yeoman, and slowly introducing parliament and parliamentary democracy as a key British value. Students look at James I and the Gunpowder Plot linking to the overthrow of the monarchy and the rising of Parliament, which combines into our Academy Parliament week and the right to vote.

Our curriculum embodies our **vision and ethos** through educating for knowledge, wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

The History department educates for knowledge by following our Academy's vision and ethos which is included in strands throughout our curriculum. History is the study of the human past and in particular the effects of people and events on communities. An example of this is our year 9 World War II module which looks specifically at the Battle of Britain and the Blitz assessing the impact on London and also locally on both Scunthorpe and Hull. Through this, students are asked to look at the effects of war on the community and they write an extended piece of writing in the form of an evacuation diary from the point of view of a child being sent to the countryside and their hopes of returning home to a better and safer world. This diary helps students understand how the country came together to support each other with children being taken in by strangers - all in an effort to protect them. This also allows students to see differing viewpoints from people living in the urban environments of London

and Hull and those of the rural environments such as Lincolnshire.

In the year 8 module Medieval Mayhem, the History curriculum looks at the Crusades through two main leaders, Saladin and Richard the Lionheart. Students are shown both leaders and what they aim to do and achieve. Students are taught about the respect that the leaders have for each other, even though they from different backgrounds. This allows our students to appreciate all faiths and none, and to respect a person due to their actions and beliefs.

promotes the **spiritual development** of all students

The History department promotes spiritual development within its curriculum by teaching about leaders in year 7 who are courageous advocates who wish to better themselves and others. An example of this is Martin Luther King who was not only a minister but a man who used his faith and conviction to do the right thing during a difficult time, in order to benefit not only himself but also the whole of the USA, living up to the Christian ethos of all men created equal. The same is taught from the point of view of Emmeline Pankhurst and the female Suffrage movement, embedding these core principles of spiritual belief in equality and devotion to a just cause.

In year 8, students learn about the Reformation of the Church in England from Catholicism to Protestantism and the persecution people faced on both sides of the religious divide, and how they struggled through adversity to create the faiths seen today.

In year 9, students learn about the Holocaust and the struggle faced by Jews in the 1940's. They assess sources which show Jews portrayed in negative ways and compare it to how Jews themselves felt through primary sources including Anne Frank's diary and further assessing how people under extreme intolerance are able to hold on to their faith.

develops students' **21st century learning skills**, and is underpinned by a **literacy strategy** that supports increased vocabulary acquisition and reading fluency

The History department highly values the school's literacy strategy as source analysis requires reading fluency and understanding. To support this, students are given visual sources which are linked to written sources in year 7. By dual coding, students gain confidence in acquainting themselves with written sources. By scaffolding this technique and reducing their reliance on visual sources in the remainder of KS3, this allows students to work their way up to being able to analysis written sources solely based on their merit. An example of this is the Battle of Hastings module where students are given a written source about the conflict and a pictorial source from the Bayeux Tapestry which shows the battle in visual segments.

In year 9, students are given written sources from various viewpoints in the Rise of Hitler module. Students are asked to look at propoganda and to use relevant sources to establish the message of the piece. Source analysis is a skill which is required in History and in the 21st century by judging evidence and coming to a clear and logical judgment based on relevant information.

In support of verbal fluency, students are asked questions at all levels and in all modules with students being able to think, pair, share ideas. The history department try to encourage students to share their ideas by asking low stakes questions to allow students to develop their verbal fluency. Students are also expected to use the specific vocabulary that we teach them in answering questions both verbal and written.

Students are given opportunities to complete extended writing from year 7 with the Black Death diary through year 8 and 9 in preparation for them going into GCSE and A-Level/Apprenticeship where they will be required to write extended pieces of writing for course work, or as part of their job such as the completion of a curriculum vitae.