

## **The Lionheart Educational Trust: History Subject Manifesto**



Our curriculum is designed to promote a life-long passion for and engagement with History for our students, to make them inquisitive about the past and to provide them with a broad historical perspective, which allows pupils to view the world with an informed understanding of the past, and to make sense of their place in the world.

Our curriculum ensures that children have an opportunity to study some of the major upheavals and talking points in 'our island story' by investigating landmark events in English history from the Norman Conquest through to the 20<sup>th</sup> century. Alongside this children will also have opportunities to investigate key historical events which have affected different countries and cultures, and study non-European perspectives as part of their core History curriculum. They will be able to explore and analyse the contribution that women have made to both British history and the wider world. Local history will also be a key aspect of our curriculum providing our learners with opportunities to study how Leicester and the surrounding region have featured in key aspects of the past. This approach will ensure that all children from whatever background are engaged and enthused by their study of History within our schools.

History has a significant cross-curricular impact and links between other subjects and history can be seen throughout a typical school day. Therefore, it is important that our curriculum equips pupils with the knowledge and skills they require to make sense of other areas of the curriculum that they will encounter during their school life.

The Key Stage 3 curriculum was reviewed in Summer 2023 and a plan has been put in place to ensure that content and skills can be delivered during the constraints of the timetable, as well as work being underway to make the curriculum even more diverse. Departments are working on resourcing new units this year with the aim to be to roll out the modified curriculum in Autumn 2024.

From January 2024 Careers in History is an integrated part of our curriculum, showing students some of the key areas which History graduates end up in, but also the use of transferable skills learned in History to careers. These include history-specific careers such as Archaeologists and Historians; government departments such as Civil Servants or Law; but also the armed forces, creative industries, and travel and tourism.

### **Schemes of Work - Key Stage 3 (Year 7 to 9)**

The Lionheart Educational Trust has a common curriculum across all schools in Key Stage 3 to ensure consistency in teaching and learning as well as reducing workload through a set of common resources which can be used by all teachers. However, individual Heads of Department/Faculty within each school have the discretion to adapt some lessons in order to make them more relevant to their particular contexts.

For example, Castle Rock and the Newbridge School are both situated in Coalville and therefore have direct links to the Industrial Revolution and so may choose to spend longer of aspects of Coalville's mining history than other schools. Cedars Academy has Anglo-Saxon ruins nearby and so may spend some time for students to explore the site. Sir Jonathan North is an all-girls school and so may want to spend more time looking at empowering female role models within history such as Alice Hawkins. However, it is still the expectation that core content will be covered in the curriculum so students across the

trust have a broadly similar educational experience. This is all the more crucial as the Trust frequently has students who move between schools.

Lionheart schools follow common assessments in Key Stage 3 in order to ensure consistency in assessment and feedback with common resources provided to support this.

### Year 7: Medieval and early modern History

	Topics covered	Key issues to be explored
Autumn Term 1	<p>What is History?</p> <p>The Norman Conquest (1066 key events, William's conquest of England - Domesday book, castles etc.)</p>	<p>What does a historian do? How does chronology work? What are historical sources?</p> <p>Why did William I become king of England in 1066? How did the Norman conquest change England?</p>
Autumn Term 2	<p>Life In Medieval England (women, religion and the church, life in villages)</p> <p>Crown and the people (Queen Matilda, Thomas Becket - murder in the Cathedral, King John and Magna Carta, Eleanor of Aquitaine and the Peasants' revolt)</p>	<p>What was life like for people living in medieval England?</p> <p>What challenges did medieval monarchs face? How successful were these challenges?</p>
Spring Term 1	Crown and the people (Queen Matilda, Thomas Becket - murder in the Cathedral, King John and Magna Carta, Eleanor of Aquitaine and the Peasants' revolt)	What challenges did medieval monarchs face? How successful were these challenges?
Spring Term 2	<p>Meanwhile, elsewhere.... Saladin and the Third Crusade</p> <p>Mansa Musa and the Mali Empire</p>	<p>How was Saladin able to re-capture Jerusalem from the crusaders in the late 12<sup>th</sup> century?</p> <p>Why was Mansa Musa the richest man in the world? What are the similarities/differences between Mali and other Medieval kingdoms?</p>
Summer Term 1	The Wars of the Roses - the Princes in the tower and Richard III, the battle of Bosworth, Henry VII	<p>Was Richard III responsible for the murder of the 'princes in the tower'?</p> <p>Why was Richard defeated at the battle of Bosworth?</p>
Summer Term 2	Henry VIII - marriage issues and the Reformation, dissolution of the monasteries	Why did Henry break with the Catholic church in 1533?

	Tudor monarchs after Henry VIII - Edward VI and Mary I	How did religious change affect England under Edward and Mary?
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**Year 8: Britain in the late 16th/17<sup>th</sup> century, development of Empire and Britain and the slave trade**

	Topics covered	Key issues to be explored
Autumn Term 1	Elizabeth I - challenges faced, marriage, religion, relations with Spain	How did Elizabeth survive and overcome the challenges she faced as queen?
Autumn Term 2	The Stuart Age and English Civil War - James I and Gunpowder plot, Charles I and civil war, Charles' execution and Cromwell, witchcraft in the 17 <sup>th</sup> century	Why did England descend into Civil War? What were the key consequences of Parliament's victory in the Civil War?
Spring Term 1	India and the British Empire - India before Empire, origins of British control and the East India Company	What was India like before the British Empire? How did Britain gain control over the Indian sub-continent?
Spring Term 2	India and the British Empire - life in India under British rule, 1857 and resistance to British control	What was life like in India under the British Empire? 1857 - mutiny or war of independence?
Summer Term 1	Britain and the slave trade - West Africa before the slave trade, origins of the slave trade, slave voyages and life on plantations	What was life like in West Africa before the transatlantic slave trade? How did Britain benefit from the slave trade?
Summer Term 2	Britain and the slave trade - the end of the slave trade, Haitian revolution, abolition movement, effects and consequences of the slave trade	Why did the transatlantic slave trade end in the 19 <sup>th</sup> century? What were the key long-term effects and consequences of the slave trade?

## Year 9: Protest in the 19<sup>th</sup> and 20<sup>th</sup> century, World Wars, Holocaust, migration

	Topics covered	Key issues to be explored
Autumn Term 1	How did women win the vote? Suffragists, Suffragettes, Representation of the People Act and the Equal Franchise Act	Why and how did people protest for the vote? How successful were they?
Autumn Term 2	World War One - causes, trench warfare, forgotten voices, contribution of people of empire, the home front, contributions of women	Why did war break out in 1914? How did Britain's Empire contribute? What were the effects of the war?
Spring Term 1	World War Two - causes, appeasement, experience of war in Britain, contributions of women and empire, D- day and the end of the war.	How did WW1 lead to WW2? What contributions did women and people of empire make? How was the war won?
Spring Term 2	The Holocaust - origins of anti- Semitism, the lives of Jews before the war, Anti-Jewish policies, the Final Solution, the murder of other groups, effect on the wider world.	What were the origins of anti-Semitism? What were the lives of Jews like in Europe before WW2? What happened in the Holocaust? What were the long-term impacts of the Holocaust?
Summer Term 1	Post-War Britain: Migration and Social Change - reasons for migration, Empire Windrush, Indian Partition, Race Riots, Bristol Bus Boycott, Leicester and migration, Idi Amin and Ugandan Asian experience.	Why was there increased migration after WW2? What impact did this have on Britain and Leicester in particular? How did migrants fight for equal opportunities?
Summer Term 2	Social Change in Britain 1945-1990 - feminism and women's rights, LGBTQ+ rights,	Why did women and LGBTQ+ people have to fight for their rights? How did they do this and how successfully?

## History at Key Stage 4 (Year 10 and 11)

At present Lionheart Educational Trust schools follow different curriculums and exam boards at GCSE. This is part of the legacy of all schools joining the Trust at different times, many of which already had effective GCSE curricula in place.

The decision has been taken to allow schools to teach their own history curricula for the time-being with the expectation that new GCSE specifications are likely to be rolled out by a new government within the next few years. Being mindful of workload implications of requiring all schools to learn a new, common GCSE curriculum, this will be reviewed when new GCSE specifications are issued.

It is the intention that when the government does issue new GCSE specifications, all schools in the Trust will follow the same examination board to enable common training and assessment policies. The decision as to whether all schools should follow exactly the same content within that exam board specification will need to be made when specifications are available along with budget implications. However, it is likely that most schools will choose a common curriculum as it will reduce workload in terms of resourcing and training staff.

At present there are a number of schools which do follow the same examination board and the same specification and links have been made between these schools to support common planning, assessment and training.

The specifications can be found in the table below:

School	Exam Board	Content
Beauchamp College	AQA	<u>Paper 1:</u> 1.Opportunity & Inequality USA 1920-1973 2. Conflict and Tension between East and West 1945-1972  <u>Paper 2:</u> 1. Power and the People c.1100-Present Day 2. Elizabethan England c.1568-1603
Castle Rock	Edexcel	<u>Paper 1:</u> Medicine in Britain c.1250-Present Day  <u>Paper 2:</u> 1. Early Elizabethan England 1558-1588 2. Superpower Relations and the Cold War 1941-1991  <u>Paper 3:</u> Weimar and Nazi Germany 1918-1945
Cedars	AQA	<u>Paper 1:</u> 1.Opportunity & Inequality USA 1920-1973 2. Conflict and Tension between East and West 1945-1972

		<u>Paper 2:</u> 1. Medicine and Health through Time c. 1100 - Present Day 2. Elizabethan England c.1568-1603
School	Exam Board	Content
Humphrey Perkins	Edexcel	<u>Paper 1:</u> 1. Superpower Relations and the Cold War 1941-1991 2. Weimar and Nazi Germany 1918-1945  <u>Paper 2:</u> 1. Crime and Punishment c.1000 to Present Day 2. Early Elizabethan England 1558-1588
Judgemeadow Community College	Edexcel	<u>Paper 1:</u> 1. Superpower Relations and the Cold War 1941-1991 2. Russia and the Soviet Union 1917-1941  <u>Paper 2:</u> 1. Crime and Punishment c.1000 to Present Day 2. Henry VIII 1509-1540
Martin High School	AQA	<u>Paper 1:</u> 1. Opportunity & Inequality USA 1920-1973 2. Conflict and Tension between East and West 1945-1972  <u>Paper 2:</u> 1. Medicine and Health through Time c. 1100 - Present Day 2. Elizabethan England c.1568-1603
The Newbridge School	Edexcel	<u>Paper 1:</u> 1. Superpower Relations and the Cold War 1941-1991 2. Weimar and Nazi Germany 1918-1945  <u>Paper 2:</u> 1. Medicine in Britain c.1250-Present Day 2. Early Elizabethan England 1558-1588
Sir Jonathan North	OCR	<u>Paper 1:</u> Unit I: The People's Health, c.1250 to present (Thematic Study) Unit II: The Norman Conquest, 1065-1087 (British Depth Study)  <u>Paper 2:</u> Unit III: History around us (Site Study)  <u>Paper 3:</u> Unit IV: The making of America, 1789-1900 (Period Study) Unit V: Living under Nazi Rule, 1933-1945 (World Depth Study)

## History at Key Stage 5 (Years 12 and 13)

Lionheart Trust currently has five schools which offer A-level History (Beauchamp College, Beauchamp City Sixth Form, Castle Rock, Cedars, Martin High) and one school which offers A-level Politics (Beauchamp College).

All schools follow the AQA specification. All schools with the exception of Castle Rock follow the same content. This, as in GCSE, is the result of the timings of when schools joined the Trust as Castle Rock was the last to join.

The decision has been taken not to require all schools to follow the same content as to be able to most effectively utilise the expertise of the teachers in the different settings, as well as the existing resources.

Should a new A-level specification be part of government policy following the forthcoming general election then the situation will be reviewed with the aim that all schools would follow a common curriculum. This is due to the higher workload implications and requirements for subject expertise needed at A-level.

Due to the common exam board, however, moderation is able to take place between settings for the NEA (coursework) module due to common assessment requirements.

The specifications can be found in the table below:

School	Exam Board	Content
Beauchamp College  Beauchamp City Sixth Form  Cedars Academy  Martin High School	AQA	<p><u>Paper 1:</u> The Tudors 1485-1603</p> <p><u>Paper 2:</u> Germany: Democracy and Dictatorship 1918-1945</p> <p><u>NEA:</u> Choice of essays: 'The American Federal Government was the most responsible for the progress of Black Civil Rights 1877-1968.' To what extent do you agree with this statement? or 'How far did women gain political, social and economic equality with men in Britain during the period 1897 to 1997?'</p> <p><b>Beauchamp City Sixth Form only:</b> As above but also including a choice of: 'In the context of the period 1847 to 1947, to what extent was imperialism the main reason for the collapse of British rule in India?'</p>
Castle Rock	AQA	<p><u>Paper 1:</u>  Unit 1J The British Empire 1857-1967</p> <p><u>Paper 2:</u></p>

		<p>Unit 2N Revolution and Dictatorship in Russia 1917-1953</p> <p><u>NEA:</u></p> <p>The main threats to the Tudor dynasty stemmed from changes to religion and religious practices. How far do you agree with this statement, in the context of 1509-1603?</p>
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## Key principles for History curriculum

- Units of learning will be built around key questions/issues which can be debated; students will learn to use evidence to put forward an argument and also be able to consider a counter-argument/alternative viewpoint, thus promoting a quality of humility in their argument.
- Critical thinking skills - History will provide pupils with opportunities to rigorously question evidence they are presented with, to assess how useful, trustworthy and reliable sources are and not just to accept material at face value.
- Students will be encouraged to develop empathy skills, placing themselves in the place of key characters and ordinary people from the past and thinking carefully about how and why decisions might have been made and actions were taken
- Students will understand how modern Britain has been shaped by its past and draw parallels between current events and our history equipping them for life in Britain in the 21<sup>st</sup> century.
- Persuasive writing - pupils will be taught how to construct a logical and persuasive argument when presented with historical controversy.
- There will be opportunities to learn about the history of other countries and cultures alongside our study of British history.
- Key historical source skills such as inference, utility, reliability etc. will be taught from year 7 onwards to equip children with the skills they require to be successful at both GCSE and A Level.
- Our aim is to provide students with opportunities to visit historical sites, places of interest, museums etc. within each year of their study of History to excite and engage them in their learning.
- Latest historical scholarship will be utilised both to inform teachers' thinking and planning and to enhance pupils' study of the past - allowing pupils to interact with current debates in history. To this end, all schools have a subscription to the Historical Association and receive *Teaching History* magazine. Recent scholarship is also a feature of CPD.
- Academic literacy - key vocabulary and substantive concepts will be explored in lessons and tested to check understanding. Students will be introduced to the work of historians as well as other forms of history e.g. public history through memorials and museums with opportunities to develop cultural currency.
- Literacy - All Lionheart Schools follow the reciprocal reading and Lionheart Trust literacy strategies. Regular opportunities are given for students to develop reading and writing skills.

## Historical skills to be developed as part of the curriculum

- Chronology - pupils need to be able to sequence events in the correct order and have a strong understanding of when events took place.
- Narrative - children need to be able to write an account of events in history using a logical chronological structure.
- Analysis and evaluation - the ability to write a balanced assessment e.g. how important was one cause or effect when compared with other factors?
- Comparative skills - being able to draw parallels, make links and spot similarities and differences between key individuals, events and periods in history.
- Continuity and change - understanding periods where rapid or gradual change occurs, things stay the same and the reasons why change or continuity can take place.

- Cause and consequence - pupils are able to explain why events take place and the consequence of these events and the difference between these two concepts.
- Significance/importance - explain why a particular individual or event was important in shaping the history of that period in time.
- Inference - children need to be able to find 'hidden' meaning within historical evidence, e.g. what sources suggest but don't directly state.
- Utility - children need to be able to analyse the usefulness of a source based on its content, provenance and by applying contextual knowledge.
- Provenance - be able to think carefully about how the origin of a source or interpretation might influence its opinion or judgement.
- Independent learning and critical thinking e.g. students analyse whether interpretations and historical sources are convincing, including the role of nature, origin, purpose.
- Reading - Reciprocal reading strategies will be taught and utilised in the classroom to help pupils to tackle challenging texts and historical scholarship
- Writing - pupils will have regular opportunities in lessons to practice and develop their extended, independent writing skills.
- Empathy - Students are given opportunities to empathise with people from history and to explain their motives and mindsets in order to develop a greater understanding of the past but also humanity today.

## Assessment and Feedback

Lionheart Trust has a separate assessment and feedback policy which is reproduced here:

### Modes of Feedback

#### Key Stage 3

- **Formative assessment in each lesson** through retrieval practice starters and correction of appropriate work in lessons e.g. comprehension questions. Used to inform teacher re-teaching, questioning and clarifying. Pupils mark their own work using green pens; teacher will question students as individuals or as a whole class to check understanding. There should be evidence of student corrections in books, but common misconceptions may result in whole-class teaching.
- **Live marking** will identify following of presentation standards (PROUD); use of full sentences/literacy/SPAG; historical understanding; use of evidence; quotation from sources. This should be used as an opportunity to praise students when they get it right, build confidence, build resilience, and enable students to correct work in real time. This may be evident in books through use of red pen but may also result in verbal feedback and whole-class teaching.
- **End of topic tests.** Knowledge tests marked by pupils in class for immediate feedback, and used to help recall knowledge which will be used in extended tasks. Extended writing opportunities will be marked by teachers (although we are currently trialling use of marking grids and computer marking in order to improve turnaround time).
- **Whole class feedback** (Close the Gap) activities have been created to follow each mid-topic and end of topic test to ensure pupils can improve on common problems e.g. literacy/SPAG; paragraph structure; use of evidence; depth of explanation; links back to the question. This is created centrally but can be adapted by

individual teachers to address student misconceptions. Exemplar material will be provided to students in at least one example.

- **End of Year 'Big Test' style** multiple choice end of year test. Year 7 will cover only Year 7 knowledge; Year 8 will cover 30 questions on Year 8 and 10 on Year 7; Year 9 will cover 30 questions on Year 9, 10 each on Year 8 and Year 7. This will prepare students for revision techniques but also the experience of sitting a test at the end of a long period of study, similar to GCSE/A-level.

#### Key Stage 4

- **Formative assessment in each lesson** through retrieval practice starters and correction of appropriate work in lessons e.g. comprehension questions. Used to inform teacher re-teaching, questioning and clarifying. Pupils mark their own work using green pens; teacher will question students as individuals or as a whole class to check understanding. There should be evidence of student corrections in books, but common misconceptions may result in whole-class teaching.
- **Live marking** will identify following of presentation standards (PROUD); use of full sentences/literacy/SPAG; historical understanding; use of evidence; quotation from sources. This should be used as an opportunity to praise students when they get it right, build confidence, build resilience, and enable students to correct work in real time. This may be evident in books through use of red pen but may also result in verbal feedback and whole-class teaching.
- **Topic Tests and Skills Tests** including knowledge tests and exam-style questions. Knowledge tests marked by students with instant feedback in class; exam-style questions marked by teachers with whole-class close the gap activities as feedback.
- **Folder checks** for completion of work and organisation - this will largely be done in lessons.
- **Trial exams** - teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/re-teaching as needed.
- **Whole class feedback** (Close the Gap) activities have been created to follow each topic test to address common misconceptions/errors in exam technique. Exemplar material will be provided to students in at least one example. At present this is not centrally provided as all schools follow different exam boards and topics.

#### Key Stage 5

- **Formative assessment in each lesson through retrieval practice starters.** Used to inform teacher re-teaching, questioning and clarifying. Pupils mark their own work using green pens; teacher will question students as individuals or as a whole class to check understanding. There should be evidence of student corrections in books, but common misconceptions may result in whole-class teaching.
- **Pupil marking** of all appropriate work in lessons.
- **Topic tests:** teacher marked, and individual/common misconceptions identified. Whole class feedback and to inform planning/re-teaching as needed.
- **Trial Exams;** teacher marked and individual next steps for pupils. Whole class feedback (WCF) and used to inform independent pupil work and planning/re-teaching as needed. Follow up questions to track gap closing.
- **Folder checks** for completion of work and organisation.
- **Whole class feedback** (Close the Gap) activities have been created to follow each topic test to address common misconceptions/errors in exam technique. Exemplar

material will be provided to students in at least one example. At present this is not centrally provided as all schools follow different exam boards and topics.

### Pupil Actions Following Feedback

- **Correct and improve work**, close the gap activities, analysis of model answers through highlighting/annotation.
- Identify how to use the learning in future assessments. Depending on school context, students are encouraged to reflect more generally on skills such as revision practice.
- Teacher may set specific comprehension, skills or research work to improve student knowledge and understanding.

### Frequency

	Key Stage 3	Key Stage 4	Key Stage 5
<b>Pupil Marking</b>	Every lesson	Every lesson	Every lesson and for independent work
<b>Live Marking</b>	Some pupils every lesson (if possible). Focused on Proud, SPAG, completion and organisation.	Some pupils every lesson focused on SPAG, completion and organisation.	As appropriate, focused on SPAG, completion and organisation.
<b>Topic Tests</b>	1-2 per topic (approx. 4 topics per year - this is currently under review)	1 per topic (2 big topics per year i.e. USA/Cold War, each breaks down into approx. 3 topics = 6 tests per year)	2-3 per term for each side of the course (minimum 4 pieces assessed each term)
<b>Trial Exams</b>	Big Test-style question in May.	2 in Y10 (summer term only this year, but we would like it at same time as Y12 in April); 2 Y11 (currently Autumn Term only), we would like an additional one in Y11 April.	Two in Y12 (Jan & April); Two in Y13 (Nov & Feb)