

# Oasis Media City Subject Curriculum Plan



**Subject:** History

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This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

	HT1	HT2	HT3	HT4	HT5	HT6
<b>Year 7</b>	To what extent did migration and invasion disrupt life for native populations from 1 <sup>st</sup> – 11th century?	The world in 1000; Constantinople and power in the medieval world	Contested power; Normans and the Crusades	Empire, connection and trade; Mansa Musa and Silk Roads (may need to adapt some of the Silk Roads enquiry)	Instability and new ideas; Medieval life and the War of the Roses merged with Religious revolutions; Luther and the Reformation (need to add a local History element)	Early empire; Aztecs and English colonisation
<b>Year 8</b>	Emerging Empires; Mughal Dynasty and the Mayflower	Contested power; English Civil War and decline of the power of the monarchy (add a local history element)	Expanding Empires; Abolition of slavery and interpretations of the British Empire of India and Africa (ensure no repetition from Y7)	How revolutionary was the Industrial Revolution for Manchester and Salford?	How did ordinary people fight for their rights in the 19 <sup>th</sup> century? Peterloo	WWI

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Year 9	To what extent did Manchester and Salford embody a 'Blitz Spirit' in World War II?	How was the Holocaust possible?	How did the Arab – Israeli conflict develop?	Why was the 20 <sup>th</sup> century a 'broken promise of ideologies'?	How did the British Civil Rights Movement develop?	New laws but same attitudes", an accurate reflection of the 20 <sup>th</sup> century?
Year 10	GCSE Edexcel History Paper 1 Crime and Punishment	GCSE Edexcel History Paper 1 Crime and Punishment	Edexcel GCSE History Paper 2 Anglo – Saxon and Norman England	Edexcel GCSE History Paper 2 Anglo – Saxon and Norman England	Edexcel GCSE History Paper 2 American West	Edexcel GCSE History Paper 2 American West
Year 11	GCSE Paper 3 Weimar and Nazi Germany	GCSE Paper 3 Weimar and Nazi Germany	Consolidation	Consolidation	Consolidation and exams	

The History department at OAMC is part way through its transitional journey towards high standards, high engagement, and high attainment across both key stages in the subject. From a P8 score of -1.47 in 2019, increasing to -0.5 across 2020 and 2021, the team continues to strive towards a positive P8 score that reflects the vast improvements to curriculum and pedagogy that have taken place since September 2019. The curriculum itself has been radically changed to ensure students' substantive and disciplinary understanding develops over time whilst offering a inclusive curriculum that reflects the diverse communities that we serve. Rigorous, challenging knowledge that is well sequenced, connected to prior knowledge aims to ensure that

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students experience a rich diet of historical content and can relate this learning to the present day. Overall, the History curriculum at OAMC embeds knowledge that advantages the disadvantaged and ensures they are global citizens who are well equipped to achieve their dream job and be a good person.

Currently, the department is focusing the implementation of this curriculum by increasing the use of research informed pedagogical approaches such as modelling, deliberate practice, and retrieval practice to ensure learning in the classroom and overall progress is maximised for every student. From September 2021, the department will be adapting some of its KS3 curriculum to ensure that the knowledge taught is global, scale switching and wedded to the work of historians. This will be done whilst maintaining the amount of local history and global history that reflects our unique demographic at OAMC. The subject leader sits on the OCL History Curriculum Working Group, which will help ensure that the implementation of this is as effective as possible.

The impact of the curriculum and its implementation is continually analysed to ensure that attainment is increasing. The subject leader regularly undertakes learning walks, book moderation and coaching conversations with the team to ensure there is a consistent approach, as well as delivering CPD bespoke to the teams' needs, such as exam board webinars and Historical Association subject knowledge talks. From September 2021, the six principles of challenge, teacher explanation, modelling, deliberate practice, questioning and feedback will be the focus of departmental CPD to ensure that new staff are au fait with best practice and use evidence informed pedagogical approaches in their teaching to secure progress.

## Key Questions:

1. What is the overarching intent for your curriculum?

To develop historians . . .

- With wide ranging, in depth knowledge of global, national, and local history that supports them understand the wider world
- Who can deploy key historical concepts, debates and skills to apply their knowledge
- With a passion for the past and an understanding of how it can be used to make sense of the present

2. How does this curriculum build student's knowledge of the world around them both locally and nationally?

The curriculum has been overhauled to ensure that student knowledge is rich, rigorous, and global. Beginning with migration to the British Isles from the 1<sup>st</sup> century, this national historical enquiry with global links aims to build on prior knowledge of ancient civilizations and dispel any misconceptions students may have about the origins of the U.K today. Students then continue to build their knowledge of the key changes to the nation across the Medieval and Early Modern, Industrial and Modern eras, studying a chronologically sequenced curriculum that builds on the big narratives of migration, power and people. The local focus of topics such as the Industrial Revolution and the development political rights across the 19<sup>th</sup> – 20<sup>th</sup> century enables students to

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understand the vital role of Manchester, Salford and the North West have played in driving change and the role of local individuals in driving change. The global experience is revisited during the study of the First and Second World Wars, whilst highlighting the experiences of Manchester and Salford in this global conflict. The global focus continues when studying the Holocaust and the Arab – Israeli conflict, which challenge students to acknowledge the horrors of history and the continuing differing perspectives. Scale switching back to the national and local experiences at the end of KS3, students learn about the historical oppression of groups based on race and gender, with a specific focus on the British experience.

At KS4, we teach a curriculum that covers British, American and European history, with a focus on deliberate practice and live modelling with high teacher subject knowledge to raise attainment and ensure progress.

### 3. How is this curriculum designed to engage students and develop a passion for the subject?

By setting the British Isles in a strong historical context from Year 7, providing them with a sense of place both nationally and locally, whilst still studying global events, the curriculum is designed to be inclusive and accessible for all. By using historical sources, interpretations and narratives, students will understand how and why people in the past behaved the way they did – ultimately, we emphasise how history is the study of people and their choices which engages students by encouraging them to question the past. By following the big narratives of migration, power and people throughout KS3 we help students understand the relevance of history to modern life and the role of ordinary people in changing the course of history. Serving a uniquely diverse community means our curriculum needs to reflect its students whilst also remaining historically rigorous. Students are required to think, speak and write 'like historians', by being taught to how to grapple with the inherit bias of sources, the utility of interpretations and the role of power in the telling of history – this aims to ignite their passion by developing the understanding that history is told from different perspectives.

### 4. How does this curriculum cater for the needs of our students?

The curriculum has been designed and sequenced to focus on the themes of migration, people and power whilst giving a balanced account of those with, and those without, power in the past. Our students have a curiosity for the world as they see it, thus as a history department we are striving to create a curriculum that represents them and their communities. Moreover, to lessen the disadvantage attainment gap our curriculum is designed to be challenging and historically rigorous with a literacy focus that explicitly teaches vocabulary and writing. Students are not limited by their prior attainment; as a department we start with the most challenging historical enquiry, then scaffold for students who need additional support in order to fulfil their potential. The curriculum is chronologically sequenced, with the key narratives and prior knowledge build upon through curriculum design and retrieval practice to ensure all students make good or exceeded progress.

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### 5. How is assessment used to improve learning?

Formative assessment takes place within and across lessons; questioning is a cornerstone of history teaching, therefore regular, high quality questioning and hinge points of formative assessment within and at the end of each lesson are evident. The curriculum itself, due to its largely chronological sequencing, revisits key second order concepts such as change and continuity, during assessment. Students revisit second order concepts throughout their study to deepen understanding. Self-assessment of retrieval practice is now embedded within the department to support wider retrieval practice.

At KS3, summative assessment combines the three key skills required from a historian – retrieval practice, analysis of historical sources and interpretations and an extended piece of writing. This assessment format ensures that teachers can adapt their future implementation, such as the teaching of specific historical skills, to ensure that teaching is having the greatest impact. As a department, the implementation is adapted where needed to support any gaps identified in student knowledge or skills following an assessment. For example, in 2019 – 2021 it was identified that the Year 8 cohort had emerging literacy needs that made extended writing difficult for many, therefore the implementation of the department approach to extended writing was adapted. There is now a focus on the principles of deliberate practice and live modelling consistently across the department which has supported students' abilities to 'write like a historian'. KS3 assessment point data is analysed throughout the year to identify key trends and necessary adaptations to implementation.

At KS4, summative assessment mirrors the requirements of each GCSE paper, to ensure familiarity of examination expectations and foster confidence in students. Assessments, with the exception of PPEs, interleave knowledge retrieval questions across papers when assessed to ensure that knowledge is not lost in the 'forgetting curve'. KS4 assessment point data is analysed at each assessment point to highlight any trends in underperformance, whether this agrees with national trends at GCSE, and what steps will be taken to ensure attainment at GCSE.

### 6. What skills will students develop that can be used in other subject areas and beyond their school life?

The historical knowledge that students develop is highly relevant to their studies in areas such as English Literature, Geography and Religious Studies. The skills practices, namely extended writing, analysing historical interpretations, evidence and making judgements are relevant to both subject areas and beyond their school life. By teaching the skills of historical analysis, our students can engage with, critique, and understand the wider world and their role as a citizen in it.

### 7. How is learning planned to progressively develop pupil's knowledge and understanding over time?

Learning is planned through a chronically sequenced curriculum that continually builds on prior knowledge, second order concepts and key narratives. Each historical enquiry begins with a 'big picture' lesson that explicitly links the study within previous topics and grounds it within the relevant historical context. This builds understanding over time and avoids history being understood as a 'series of events'.

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### 8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling?

At KS3, historical enquiries are chronologically sequenced and thematically build on prior knowledge to ensure students ability to retain knowledge is enhanced. Links between and across historical enquiries are made explicit to students and are taught in a sequence that makes this comprehensible to students. To ensure students are more successful at recalling, learning for each historical enquiry is underpinned by a 'mini' historical enquiry for each lesson to ensure that students are continually focused in the 'big picture' of the enquiry and have a depth of historical thought. Practically, lessons begin with a retrieval practice do now that is self-assessed, and then a period of teacher questioning that recaps key prior knowledge. Often, lessons end with retrieval practice to further support this.

### 9. How is this curriculum adapted to cater for the needs of students with different starting points?

The initial historical enquiry of migration to the British Isles was specifically designed by the department to ensure that there was a more equitable start for students from year 7 in terms of substantive historical knowledge. In terms of the disciplinary knowledge, key historical analysis skills of sources and interpretations feature in each enquiry and are revisited across the key stages to ensure students make progress regardless of their starting point. The literacy gap is a significant barrier for our students, therefore the explicit teaching of tier two and three vocabulary, alongside live modelling of extended writing ensures that different starting points are overcome.

### 10. How will you ensure teachers have the relevant knowledge, expertise, and practical skills to deliver your curriculum effectively?

As a department, we continually strive to improve our subject knowledge and pedagogical practice. When planning historical enquiries, the department begins with a joint planning approach whereby subject knowledge and expertise is shared amongst the team – this has proven effective in improving the overall subject knowledge of the team which in turn improves the learning of students. As a team, the development needs around pedagogy have been identified through learning walks and faculty 360s, which have enabled an improvement in the consistency of modelling and feedback across the department. The subject leader has identified that to embed this further, CPD is needed on the principle of deliberate practice which is currently only embed at KS4. The subject leader has ensure membership of the Historical Association and utilised this during JPPA meetings; for example sharing a series entitled 'what's the wisdom on . . .' which aims to improve the teaching of historical concepts such as significance. Moderation of assessments at KS4 takes places regularly to ensure that the exam board training is being accurately implemented.