



love the journey

## Curriculum Implementation 2025-26

### Secondary

<b>LCA Strand</b>	<b>Humanities</b>
<b>Subject</b>	<b>History</b>
<b>Key Stage</b>	<b>Key Stage 3 (Chapter 7-9)</b>

<p>What are the key concepts taught?</p>	<p>In History, we explore a wide range of concepts, varying from topic specific content to concepts related to the study of the discipline. Key topic specific concepts include:</p> <ul style="list-style-type: none"><li>• Monarchy</li><li>• Feudalism</li><li>• Power, authority and control</li><li>• Society</li><li>• Government</li><li>• Conquest, War, Civil War</li><li>• Poverty</li><li>• Economy</li><li>• Trade</li><li>• Religion and faith</li><li>• Uprising and revolution</li><li>• Health: pandemic</li><li>• Decree, law and Parliament</li><li>• Taxation</li><li>• Empire/Colonialism</li><li>• Indigenous</li><li>• Slavery</li><li>• Reparations</li><li>• Racism</li><li>• Migration</li><li>• Militarism, Alliances, Imperialism, Nationalism</li><li>• Attrition</li><li>• Conscientious objection</li><li>• Negotiation and compromise</li><li>• Peace</li><li>• Collective Security</li><li>• Veto</li><li>• Genocide</li><li>• Discrimination</li><li>• Justice</li></ul> <p>Key subject disciplinary concepts include:</p>
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- Cause and consequence
- Trigger factor
- Significance
- Change and continuity
- Similarity and difference
- Analysis
- Evaluation
- Judgement

What is the sequencing of units?

### **Ch7**

Ch7 begins with a pre-1066 study of Anglo-Saxon England. The focus is upon government and society, as a result it feeds into the next unit of study.

Ch7 then begin a study of the events leading up to the Norman Conquest. Topics include the rule of Edward the Confessor, the role of the Witan and the issue with succession. The study then progresses to an investigation of the contenders and the sequence of events that leads to the victory of William I at Hastings.

Ch7 pupils then investigate Norman control: how it was gained and maintained.

The focus then shifts to Medieval society. Studies include life in a village or a town and the role of the church. Key events that had a significant impact upon or heled to advance society are also explored, these include the Black Death and the Peasants' Revolt.

Ch7 then have a brief overview of the Wars of the Roses. This enables pupils to explore change and continuity between their Medieval studies and beginning of the Tudor period.

Ch7 then begin their study of the reign of the various Tudor Monarch's and Tudor society. This study enables pupils to discover links between the Modern and the Early Modern periods. The study of the Tudor's provides opportunities for pupils to think more thematically and explores issues around power, rebellion, religion, poverty and foreign relations.

### **Ch8**

Ch8 begins with a review of Monarchy, power and authority (using Ch7 examples). This enables pupils to explore change and continuity between their Ch7 studies and Ch8.

Ch8 then progress into a study of the Stuart Monarchs (James I, Charles I, Charles II etc). The focus is on the individual Monarch, impact upon society and key events of their reign e.g. Gunpowder Plot or the Civil War.

Ch8 then shift to a study of the Industrial Revolution. The focus is on cause and consequence as well as change and continuity. This

	<p>allows pupils to consider the difference between two different types of revolution – The English Revolution (Civil War) and the Industrial Revolution.</p> <p>Ch8 then begin a study of the indigenous peoples of Africa before embarking upon a study of the Trans-Atlantic Slave Trade. The emphasis here is on significance and consequence. This will enhance the previous learning about the Industrial Revolution.</p> <p>Ch8 also conduct a study on the impact of the Industrial Revolution and the Slave Trade upon Liverpool.</p> <p><b>Ch9</b> Ch9 begin with a study of the British Empire. Pupils draw on their learning from Ch8 to understand the motivations behind building an Empire. Pupils will critically evaluate the Empire and seek to understand the motivations behind it. They progress into a detailed case study on India, ending with an understanding of the division of India into India, Pakistan, Bangladesh and Sri Lanka. Change and continuity, cause and consequence and judgement all feature heavily.</p> <p>Ch9 then move to a study of WWI before exploring the attempt to reach peace. Cause and consequence, similarity and difference and detailed analysis form part of this study.</p> <p>Ch9 then begin an international study of WWII, including the Atomic bomb. Comparisons are made with WWI, therefore similarity and difference features as does cause and consequence and analysis and evaluation.</p> <p>Ch9 then conduct a study on genocide with a particular focus upon the Holocaust. There is a significant focus upon cause and consequence.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p><b>Ch7</b> All topics are linked through the sequencing. Regular retrieval strategies will be used to enable pupils to understand the correlation. Assessments will also require pupils to refer to previous learning. Tasks based around chronology or timelines allow pupils to see the links.</p> <p><b>Ch8</b> This follows on directly from Ch7 and the first topic is used to bridge the gap between the two studies. The shift from the Stuarts to the Industrial Revolution will include a comparison between the economies and compare two different types of revolution. The Slave Trade will be studied in the context of the Industrial Revolution with pupils given opportunities to understand how the trade advanced Britain's economic growth. Ch8 assessments will include questions that relate back to Ch7 understanding.</p> <p><b>Ch9</b></p>
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	<p>Empire is linked clearly to the Ch8 study of the Industrial Revolution and links to the next Ch9 study of WWI, as a significant cause of the conflict. The Peace after WWI contributes directly to WWII. WWII provided the opportunity for the Holocaust. The learning is structured to enable pupils to find these links and they form part of the assessment. Regular retrieval exercises allow teachers to monitor this. Ch9 assessments will also include questions that require pupils to think back to their study of the Industrial Revolution.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Adaptive teaching methods are deployed to challenge every pupil at an appropriate level. Frequent strategies include scaffolding, modelling, revisiting specific concepts or language and through questioning.</p> <p>School policies are followed such as 'Quality First,' Champion Teaching' and SEND profiles. Teachers work with LSA's to get the best out of targeted pupils.</p> <p>Stretch and challenge is evident through questioning, challenge tasks, live marking and instant feedback.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Every lesson begins with a 'Do Now' activity, the vast majority of these require retrieval from the previous lesson or prior learning.</p> <p>LCT tests take place and are based upon the recall of knowledge-based learning.</p> <p>The sequencing of the curriculum means that pupils must be able to see the connections. Teachers plan questioning around this and expect pupils to recall details from previous lessons or previous years (e.g. In Ch9 pupils are expected to refer back to Ch8 learning of the Industrial Revolution in order to understand the impact of Empire).</p> <p>PP assessment will be based around the most recent learning. However, there will be at least one task that requires pupils to think back to a previous period of learning.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers provide feedback to each class and demonstrate how to move forward. Individual conversations take place with pupils who are underachieving.</p> <p>Pupils reflect upon their outcomes and discuss this with their peers and feedback to the teacher. This informs future planning and can lead to a revisit of a topic/skill.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Reading is an integral part of History. Almost every lesson will require some form of reading. In History, the aim is to facilitate reading for purpose and enable pupils to understand the significance of the text from a historical perspective.</p> <p>Comprehension tasks are planned and encourage pupils to see the link between the wording of the question and the content of the reading. Historical sources and interpretations are frequently</p>
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	<p>deployed and require the pupils to read in order to gain an understanding of the past.</p> <p>Sometimes pupils are expected to read aloud, on other occasions there will be silent reading followed by questioning and there will also be examples of the teacher reading to the pupils in order to model and demonstrate what our expectations are. Discussions follow on from this reading and allow teachers to judge levels of understanding and develop strategies to make even further progress.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> Marking of exercise books also includes the correction of words of historical importance. Pupils may be provided with sentence starters or words they should use when constructing a sentence. Modelling is used. Challenging vocab will be discussed and defined and there will be an expectation to use it in writing. Live marking allows for instant correction of capitalisation, spelling, punctuation. From Ch8, SPAG marks are introduced into PP assessments. Pupils are expected to structure and write extended essays, therefore writing skills are taught.</p> <p><b>Numeracy:</b> Chronology and timelines are frequently discussed and used within teaching. Pupils must have an awareness of context in order to answer source-based questions. Data is analysed when teaching a variety of topics and may be displayed in tables, charts or graphs. When teaching about the economy both money and value become part of our studies.</p> <p><b>Oracy:</b> Discussion based activities are frequent and permit pupils to develop confidence in constructing a reasoned argument. Reading aloud is frequent. Pair and group activities are regularly used to allow pupils to discuss academic matters with their peers.</p> <p><b>SMSC:</b> History affords many opportunities to engage with SMSC. Pupils study society, as such they are exploring issues such as rights, religious beliefs, persecution, discrimination, racism, gender roles, welfare, colonialism, democracy etc. Pupils consider government and how it has evolved and the concept of law and order. Personal experiences of those who encountered slavery, Empire, genocide etc will be used and pupils have the opportunity to learn from those who were there and witnessed these events. Despite teaching about the past, current affairs will be used to make comparisons between ‘then and now.’</p>
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