

Subject Curriculum Vision:

The History Curriculum at AJK

Why should all students learn this subject?

Studying the past provides pupils with the opportunity to understand the world today. History equips pupils with important skills, including the ability to ask perceptive questions, think critically, weigh evidence and develop judgement. Through their studies, pupils at AJK are exposed to a wide range of societies across extended periods of time. These studies help pupils to appreciate the diversity and complexity of human life, while also emphasising continuities and similarities throughout time.

All units are structured to encourage historical modes of thought. In KS1, pupils begin by studying time periods within living history in Year 1. In Year 2, they begin to explore events beyond living history, focusing on important national events (such as the Great Fire of London) and the lives of significant individuals. In KS2, pupils study units chronologically, beginning with Prehistoric Britain. The one exception is their study of Ancient Egypt in Year 6, which deals with issues of historical interpretation. Throughout their time in KS2, pupils are exposed to a range of British and global history.

What is the core knowledge in this subject?

To develop pupils' ability to think like historians, they are exposed to the following disciplinary concepts:

- Continuity and change (in and between periods)
- Cause and consequence
- Similarity and difference (within a period)
- Significance
- Chronology

Students throughout their experience will also engage with a range of substantive knowledge for example, empire, revolution, government, the monarchy, and rebellion.

In KS2, units are (with the exception of a Year 6 topic on Ancient Egypt, that is designed to introduce pupils more explicitly to historical interpretation) arranged chronologically. These key stage three curriculum is also designed chronologically. This is intended to provide pupils with a secure understanding of when periods happen in relation to each other, as well as to develop a sense of the characteristic features of each period.

How is this subject taught at AJK?

History units of work are structured around an enquiry question. These questions are designed to focus on one of the disciplinary concepts listed above.

In KS1, pupils study history every other term, on rotation with geography. In KS2, they study history for an hour every week. Each KS2 unit includes 6 knowledge-building lessons, which conclude with pupils planning and writing a short essay to answer the enquiry question. They then have two 'meanwhile, elsewhere' lessons, in which they explore events in other parts of the world at a similar time period to their current unit. Where possible, each unit includes an enrichment opportunity – whether a workshop in school, or an external trip.

What are the key ways students practise in this subject?

During history lessons, pupils read or listen to short chunks of information before practising in the following main ways:

- Partner talk

- Think-pair-share
- Answering multiple-choice and true or false questions
- Annotating diagrams or images
- Acting out historical events
- Analysing sources
- Class discussion
- Independent writing

As part of the new aligned curriculum pupils use a combination of using summary stories and a longer series of lessons that focus on an enquiry question. Pupils in key stage three have two history lessons per week. Pupils in key stage four have three lessons a week, and key stage five receive 6 lessons a week.

Extended reading and writing are regularly undertaken in order to practise these key skills, which pupils will need for any further study of History.

What does assessment look like in this subject?

Teachers assess pupils' understanding during lessons. Each lesson begins with a mini quiz, designed to revisit key knowledge from previous lessons, units and year groups. These quizzes provide further formative opportunities to assess learning over time. End-of-unit responses to the enquiry question are used to gauge historical understanding, and are reviewed by school leaders to assist in determining future alterations to the curriculum.



| History Curriculum Content Overview (N.B: Only Year 7 will, by this point, have transitioned to the new Ark Curriculum Framework) | | | |
|--|----------------------------------|--------------------------|--|
| | Autumn | Spring | Summer |
| Year 1 | Toys: Now and Then | Travel and Transport | Enfield |
| Year 2 | Explorers and Exploration | The Great Fire of London | They Made a Difference |
| Year 3 | Prehistoric Britain | Early Civilisations | The Legacy of Ancient Greece |
| Year 4 | The Roman Empire | Roman Britain | The Benin Kingdom |
| Year 5 | Anglo-Saxon and Viking Invasions | The Islamic Golden Age | The Victorians and the Industrial Revolution |
| Year 6 | Ancient Egypt | The World Wars | A History of Protest |

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|---------------------------|---|--|---|---|--|---|
| Year 7 | World views in c1000: Islamic civilisations and the Western Christian world | Contested power, contested land: The Normans | Contested power, contested land: the First Crusade & challenges to the English monarchy | Empires: 13th century expansion and collapse | Stability/instability in the 14th & 15th centuries | Religious revolution & resistance in the 16th century |
| Year 8 | The Norman Conquest | The Islamic Empire | Medieval England | Medieval England | Renaissance and Reformation | Renaissance and Reformation |
| Year 9 | The French Revolution | The Industrial Revolution | The British Empire | The British Empire | World War One | The rise of Hitler in Germany |
| Year 10 (Edexcel GCSE) | Medicine Through Time | Medicine Through Time | Weimar and Nazi Germany | Weimar and Nazi Germany | Superpower Relations and the Cold War | Superpower Relations and the Cold War |
| Year 11 (Edexcel GCSE) | Anglo-Saxon and Norman England | Anglo-Saxon and Norman England | Revision | Revision | | |
| Year 12 (Edexcel A-Level) | India, 1914-48: Topic 1 – WW1 and its impact on British India, 1914-20 America, 1918-96: Theme 1 – The changing political environment, 1917-80 | India, 1914-48: Topic 2 – Changing political relationships, 1920-30 America, 1918-96: Theme 2 – The quest for civil rights, 1917-80 | India, 1914-48: Topic 3 – Consultation and confrontation, 1930-42 America, 1918-96: Theme 3 – Society and culture in change, 1917-80 | India, 1914-48: Topic 3 – Consultation and confrontation, 1930-42 America, 1918-96: Theme 3 – Society and culture in change, 1917-80 | India, 1914-48: Topic 4 – The road to independence, 1942-48 America, 1918-96: Theme 4 – The changing quality of life, 1917-80 | Coursework: Initial ideas America, 1918-96: Historical interpretations – What impact did the Reagan presidency ('81-'89) have on the USA in the years 1981-86? |
| Year 13 (Edexcel A-Level) | Lancastrians and Yorkists: Topic 1 – Richard II and Henry IV Coursework: Finalising questions and initial reading | Lancastrians and Yorkists: Topics 2 and 3 – Henry V and VI Coursework: Essay planning | Lancastrians and Yorkists: Topics 4 and 5 – Edward IV, Richard III and Henry VII Coursework: Essay writing | Lancastrians and Yorkists: Aspects in breadth Revision | | |

