

Sandhill View

History Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. Ultimately, we want students to ***'Know More, Do More and Go Further'***

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The History curriculum is planned to allow students to think critically about the world they live in. By studying a range of periods and people, students will have a greater understanding of a range of events and issues to become more empathetic. History is complex and constantly evolving with new evidence and interpretations. The History curriculum is ambitious and builds upon fundamental knowledge and concepts, as well as disciplinary knowledge. It is planned to enable all students to cumulatively develop disciplinary knowledge and skills in the following second order concepts:

- Source analysis and evaluation
- Chronological understanding
- Change and continuity
- Cause and consequence
- Analysis of significance
- Evaluation of interpretations

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for careers and life after school.

Sequence and structure

Our curriculum is covered Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). It is structured chronologically at KS3 in years 7-8, with year 9 giving an opportunity for a through time study and wider world unit. In each year there are core concepts which underpin the curriculum (Y7: Conquest and Control, Y8: Empire and Conflict, Y9: Terror and Reform). These concepts are embedded across all years, allowing pupils to consider how layers of historical knowledge interact and to secure and develop their understanding of past societies, recurring terms and phenomena. The second order concepts cumulatively build for progression. At KS4 the curriculum is section by unit, the sequence has been updated at KS4 from Y10 into Y11, with the Wider World Depth Study taught first as there are more accessible links to KS3.

Covid Recovery to 'unlock learning'

The pandemic continues to impact students therefore, we continue to embed strategies to support missed learning from KS2. Students continue to have gaps in chronological understanding as some content has been missed. The invaders unit has been planned as a bridge from KS2 and we continue to use homework to cover topics covered as part of lockdown. There will be opportunities for modelling and practice of second order concepts and written skills to support progress. Residential and day trips are planned to support pupils who have missed opportunities to develop their love for history beyond the classroom.

Literacy

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. In History we provide regular opportunities for students to read as part of homework activities and within the classroom environment from a range of genres and follow the whole school focus each term to improve reading skills. We also have aspirations for our students to use ambitious vocabulary and are using Frayer models and 'push' techniques to widen the tier 2 and tier 3 vocabulary students use orally and, in the work,, they produce so students can learn to write like a historian. Coherent and fluent writing skills are also imperative for student achievement, so we support student writing skills by offering opportunities for extended writing, with modelling, and sentence stems to support so they can learn to write like a historian. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

Historical Scholarship

At Sandhill View Academy, engaging with historical scholarship allows students to explore diverse perspectives, develop critical thinking, and deepen their understanding of the past beyond simplified narratives. Through reading historians' arguments, pupils learn to weigh evidence, challenge assumptions, and appreciate that history is constructed and contested. This strengthens their ability to write analytical responses, engage in informed debate, and prepare for higher-level historical study.

KNOW MORE: Our Key Stage 3 History Curriculum includes the following areas of study:

Three-year KS3 with 3 hours per week in Y10 and 2 hours per week allocated to History. Year 9 is used to cover a "Through Time" and a depth study of USA- the depth study follows the National Curriculum link but also as a bridge to KS4.

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<i>Study of an aspect of British History that consolidates/extends pupils' chronological history pre-1066</i> How far have invaders shaped our nation and home? An enquiry to bridge and build upon KS2	<i>Study of an aspect of British History that consolidates/extends pupils' chronological history pre-1066</i> How far have invaders shaped our nation and home? An enquiry to bridge and build upon KS2	<i>Development of Church, State and Society 1066-1509</i> Did Medieval Kings have all the power? Challenges to power to understand complexities of rule and politics leading to a deeper	<i>Development of Church, State and Society 1066-1509</i> How far was the Black Death a disaster? An enquiry into the impact of the Black Death on Medieval society including How did people live before 1348,	<i>Development of Church, State and Society 1509-1745</i> Why is the Tudor period known as the 'religious rollercoaster'? Focusing on the development of church, state, and society 1509-1745. To include reasons and changes: Henry VII, Henry	<i>Development of Church, State and Society 1509-1745</i> Should Elizabeth be remembered as 'Good Queen Bess'? Focusing on national and international challenges to the throne. Building upon

	<p>knowledge; deepening chronological understanding whilst constructing a bigger picture of pre-1066 history by looking at developments as a whole and the impact on the North East. This unit will act as an introduction of Y7 Core Concepts- Conquest and Control.</p> <p>To include: Invasion and Settlement of- Romans, Anglo-Saxons, and Vikings. Considering the reasons for invasion and the impact on society then and now.</p> <p>Local history: Reference to the impact in the North-East throughout.</p> <p>Chronological understanding, Change and Continuity, analysis of source material</p> <p>Cross curricular knowledge: Invasion as a concept taught in invasion games PE. Beliefs and practices taught in RE during the Christianity unit.</p>	<p>knowledge; deepening chronological understanding now moving onto looking at the last successful invasion of England in 1066 and the impact.</p> <p>To include: Succession Crisis, preparations, The Battle of Hastings, rebellions and challenges to authority. Maintaining control, hierarchical structure of society and power -Feudal system and Domesday, Life law and order in Norman England. Core Concepts- Conquest and Control.</p> <p>Change and Continuity, analysis of source material- inference</p> <p>Cross curricular knowledge: The theme of Character and Conflict taught in English.</p> <p>Invasion as a concept taught in invasion games PE- tactics, formation and leaderships.</p>	<p>understanding of the history of democracy. Including: Henry II and Becket, King John and the Magna Carta - focusing on abuse of power by monarchy (revisited in English Civil War unit), Henry III and parliament. Core concept of Control.</p> <p>Significance- introduction to short term significance, analysis of source material- inference</p> <p>Cross curricular knowledge: The themes of tyrannical rule taught in English (Animal Farm). Linking to the themes of power, control and authority. The Diving Right- key learning for Macbeth (Y11).</p>	<p>Health and cleanliness, causes of the Black Death, treatments, social, economic and political impact of this. Developing understanding of the wider world with a Meanwhile elsewhere in Medieval Europe-war on cats! Built upon in Y8-Public Health and Cholera and Public Health KS4. Core Concepts- Control. Cause and consequence, similarities and differences in source material.</p> <p>Cross curricular knowledge: Medieval life understood through literature in English.</p>	<p>VIII and the Reformation, Edward and Mary's religious changes and impact- with foundation of modern Church. Evaluation of religious change building upon HT2. Linked to Health in KS4- Impact of the dissolution on health. Core Concepts- Control.</p> <p>Historical interpretations and source analysis. Application of knowledge for accuracy.</p> <p>Cross curricular knowledge: Links to beliefs and practices in RE e.g., the difference between Catholics and Protestant.</p>	<p>themes of invasion and conflict through assessing threats from MQS/threat of Spain. Internal conflict e.g. how Elizabeth presents herself through the use of portraits and why and the issue of the poor- poverty/culture. To include: Elizabeth's early life, Queen of Scots and the Spanish Armada, portraits and poverty. Core concept of invasion key for this unit. Core Concepts- Conquest and Control.</p> <p>Historical interpretations and sources.</p> <p>Cross curricular knowledge: Thematic link to power, control and authority of Tudor Monarchs. Elizabethan culture -The Globe for understanding of Macbeth and The Tempest.</p>
Year 8	<p><i>Ideas, political power, industry and Empire 1745-1901</i></p> <p>To what extent was Britain</p>	<p><i>Ideas, political power, industry and Empire 1745-1901</i></p> <p>Why should Britain say sorry</p>	<p><i>Challenges for Britain, Europe & wider world 1901-present</i></p> <p>How did Charlie Buchan go from</p>	<p><i>Challenges for Britain, Europe & wider world 1901-present</i></p> <p>How was WWII a total war?</p>	<p><i>Challenges for Britain, Europe & wider world 1901-present</i></p> <p>How was WWII a total war?</p>	<p><i>Challenges for Britain, Europe & wider world 1901-present</i></p>

	<p>changed by the Industrial Revolution?</p> <p>Ideas and industry 1745-1901 with economic and social impacts of change. To include: changes to life and industry- inventions- the impact on the development of factories, factory life and improvements, living conditions- including the class system, public health- John Snow and Cholera (focus on Sunderland). Core concept of Empire is key. Built upon at KS4-Public Health in the 19th C.</p> <p>Change and continuity, Source evaluation of content and provenance.</p> <p>Local history study: Cholera in Sunderland.</p> <p>Cross curricular knowledge: The Industrial Revolution and its impact on industry studied in Geography.</p>	<p>for the Slave Trade?</p> <p>An opportunity to focus on moral and ethical implications of British role in slavery and links to Civil Rights in USA unit. To include: Empire building -positive and negative impact, Trans-Atlantic Slave Trade and the role of Britain within this, life on plantations and treatment of slaves, slave resistance and abolition. Core concepts-Empire and Conflict.</p> <p>Source/interpretation evaluation- application of knowledge to content and provenance- focusing on motivation/purpose.</p> <p>Local history study: Role of Sunderland in the abolition of Slavery.</p> <p>Diagonal cross curricular knowledge: Black heritage and America studied in Art. Making use of the same sources and evidence.</p>	<p>SAFC to the Somme?</p> <p>Challenges for Britain, Europe and wider world to focus on the first modern, technological conflict. The story of WW1 told through the story of Charlie Buchan. Long- and short-term causes of war and links between them, trench life and social impact, Battle of the Somme, local war heroes, impact on mental health, armistice and moral aspects of war. Core concepts of Empire and Conflict key to this unit-cause of WW1.</p> <p>Significance- long and short term, Source evaluation of content and provenance- purpose and motivation.</p> <p>Local history study: Local war heroes- Charlie Buchan</p> <p>Diagonal cross curricular knowledge: The study of WW1 including trench life and the impact at home in White Poppies, English (Y7).</p>	<p>Further challenges for Britain, Europe and wider world. Focusing on political tensions and failures, and social and economic impact of WWII on Britain. To include: Causes of WWII- failures following WWI and international diplomacy. Why did men join? Men at war including: Dunkirk, The Blitz and soldiers of the Empire. Wider impact: How did war change medicine? Core concepts of Empire and Conflict key to this unit-cause of WW2.</p> <p>Cause and Consequence- evaluating importance, Comparing source material/interpretations and applying knowledge for accuracy.</p> <p>Local history study: Sunderland during the Blitz.</p> <p>Diagonal cross curricular knowledge: New 20th Century drugs and treatments studied in Biology.</p> <p>Links to formations, tactics and leadership in PE</p>	<p>Further challenges for Britain, Europe and wider world. Focusing on political tensions and failures, and social and economic impact of 'total war' on Britain. To include: The impact at home and in the Empire. The end of the war- including the role of Alan Turing, moral and ethical considerations of the atomic bomb. Core concepts of Empire and Conflict key to this unit-cause of WW2.</p> <p>Cause and Consequence- evaluating importance, Comparing source material/interpretations and applying knowledge for accuracy.</p> <p>Diagonal cross curricular knowledge: Welfare state and the issues of the poor post-war studied in Inspector Calls in English.</p> <p>Medicine, smoking and diet and exercise linked</p>	<p>How did WWII change Sunderland?</p> <p>Historical enquiry looking at Post-War Britain and the impact on Sunderland.</p> <p>The creation of the Welfare State and social reforms- a key focus on the changes in Sunderland. The NHS and its impact and the change in culture/ordinary life in Britain/Sunderland.</p> <p>Change and continuity, Comparing source material/interpretations and applying knowledge for accuracy.</p> <p>Local history study: Enquiry based on reforms in the local area e.g. Thorney Close/Plains Farm.</p> <p>Diagonal cross curricular knowledge: Welfare state and the issues of the poor post-war studied in Inspector Calls in English.</p> <p>Medicine, smoking and diet and exercise linked to NHS</p>
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					to NHS and prevention today looked at in Biology.	and prevention today looked at in Biology.
Year 9	<p><i>Challenges for Britain, Europe & wider world 1901-present (including Holocaust)</i></p> <p>How did Hitler control Nazi occupied Europe?</p> <p>Study to provide opportunity to explore issues for non-British nations. It provides context to political problems leading to WWII. To include: Hitler's power, use of propaganda to control, terror, life for women and children, the treatment of Jews through history in Europe to introduce anti-Semitism, political, economic and social impact of laws on Jews living in Nazi occupied Europe leading to the Holocaust. Core concept of terror key and builds upon Y7 control and Y8 Empire and Conflict.</p> <p>Cause and consequence-ST/OLT/impact on groups. Source evaluation based on content and provenance-focusing on impact, interpretation in extended responses.</p> <p>Cross curricular knowledge:</p>	<p><i>Challenges for Britain, Europe & wider world 1901-present</i></p> <p>What was it like to live in Communist Russia?</p> <p>A Depth study to provide the opportunity to develop students understanding of communism and to compare to the Dictatorship under Hitler in Germany. To include: What is Communism? The Russian Revolution, How did Lenin establish communism? Stalin's Russia/ Dictator comparison- Hitler V Stalin. Core concept of terror key and builds upon Y7 control and Y8 Empire and Conflict.</p> <p>Evaluation of historical interpretation and comparison of multiple interpretations.</p> <p>Cross curricular knowledge: Russia studied as a unit in Year 7 Geography.</p> <p>Influential leaders studied in Art.</p>	<p><i>Through time study: Protest through time Early Modern-Present Day</i></p> <p>How have we protested?</p> <p>Students have the opportunity to complete a chronological theme study which builds upon their understanding from year 7 and 8 of protest and political change from the Early Modern-Present Day. It allows students to compare and contrast significance and builds upon their understanding of factors to prepare them for further history study. To include: The Pilgrimage of Grace, the American Revolution. 19th century suffrage campaigns including the Peterloo Massacre and Suffragettes. Local protests including the Jarrow March ,Race Riots and Miners Strike. Core concepts of terror and reform embedded. 20TH</p>	<p><i>Breadth Study: Significant society or issue in world History</i></p> <p>Was the twentieth century 'America's century'?</p> <p>Unit builds upon understanding of European international relations and previous units-Slave Trade. A breadth study, to include:1920s causes of the boom and social impact-winners and losers. Builds upon themes of conflict from Y8. Core concept of reform key when looking at Republican policy.</p> <p>Comparing interpretations/ evaluation Consequence-change and continuity</p> <p>Cross curricular knowledge: Laissez Faire; leadership studied in PEE (Y11).</p>	<p><i>Breadth Study: Significant society or issue in world History</i></p> <p>Was the twentieth century 'America's century'?</p> <p>Unit builds upon understanding of European international relations and previous units-Slave Trade. A breadth study, to include: 1920s divided society, 1930s Depression-economic problems and social impact (builds upon content from Hitler unit) . Builds upon themes of conflict from Y8.</p> <p>Comparing interpretations/ evaluation Consequence-change and continuity</p> <p>Cross curricular knowledge: Laissez Faire; leadership studied in PEE (Y11).</p>	<p><i>Breadth Study: Significant society or issue in world History</i></p> <p>Was the twentieth century 'America's century'?</p> <p>Unit builds upon understanding of European international relations and previous units-Slave Trade. A breadth study, to include: Post war USA Home and Abroad, 1950s/60s Civil Rights- moral and ethical implications and legal challenges due to popular protest (link to protest unit), 1950s/60s culture and national and international problems.</p> <p>Comparing interpretations/ evaluation Consequence-change and continuity Significance of individuals-short and long term (across study).</p> <p>Local history study: MLK visits the North-East.</p> <p>Cross curricular knowledge:</p>

	<p>Influential leaders studied in Art.</p> <p>Tyrannical rule studied in English</p> <p>Autocratic and democratic rule studied in PE.</p>	<p>Tyrannical rule studied in English.</p> <p>Autocratic and democratic rule studied in PE.</p>	<p>Race key for KS4 and KS5.</p> <p>Significance over time, interpretation of factors and influence on change.</p> <p>Local history study: Jarrow March, Miner's Strikes.</p> <p>Cross curricular knowledge: Protests and gender equality in Art.</p> <p>Women's voices including the Suffrage movement taught horizontally with English.</p> <p>Equality and diversity taught in Child development.</p>			<p>Civil Rights studied in Art.</p> <p>Women's voices including women's liberation in the 60s and 70s studied in English.</p>
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KNOW MORE: Our Key Stage 4 Curriculum

The KS4 Curriculum is taught over 2 years and both Y10 and Y11 have 3 hours per week. Lessons are taught in mixed ability groups and all classes follow the AQA GCSE History specification code RA. KS3 provides a foundation for learning. Links are made throughout and build upon the key concepts e.g. Conflict from Y8 and Terror from Y9. Key learning on areas such as religious change and the impact of war are essential for learning in KS4. The KS4 curriculum acts as a foundation for KS5- students develop their ability to evaluate complex historical interpretations, develop essay writing skills and also learn key content which supports content taught in local colleges and Sixth Forms.

Year 10	<p><i>America Opportunity and Inequality, 1920-1973</i></p> <p>Unit builds upon students bridging unit and introduces the GCSE America 1920-1973 unit and disciplinary knowledge needed. Students will develop their</p>	<p><i>Conflict and Tension: the inter-war years, 1918-1939</i></p> <p><u>Part One-Peace-making to include:</u> Aims of the peacemakers, Wilson's Fourteen Points, the Versailles settlement-terms, impact,</p>	<p><i>Conflict and Tension: the inter-war years, 1918-1939</i></p> <p><u>Part Two-The League of Nations and international peace to include:</u> membership, powers and how it helped. League successes,</p>	<p><i>Conflict and Tension: the inter-war years, 1918-1939</i></p> <p><u>Part Three-The origins and outbreak of the Second World War:</u> Hitler's aims and allied reactions; the Saar; German rearmament,</p>	<p><i>Britain: Health and the people: c1000 to the present day</i></p> <p><u>Part one-Medicine stands still to include:</u> Hippocratic and Galenic methods and treatments, the medieval doctor; training, beliefs about cause of illness, the</p>	<p><i>Britain: Health and the people: c1000 to the present day</i></p> <p><u>Part Two-The beginnings of change to include:</u> Introduction to the Renaissance</p>
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<p>understanding of European international relations and previous units- Slave Trade. A breadth study, to include: Post war USA Home and Abroad, 1950s/60s Civil Rights- moral and ethical implications and legal challenges due to popular protest (prior links in Peasants Revolt), 1950s/60s culture and national and international problems.</p> <p>Comparing interpretations/ evaluation Consequence- change and continuity Significance of individuals- short and long term (across study).</p> <p>Local history study: MLK visits the North-East.</p> <p>Cross curricular knowledge: Civil Rights studied in Art.</p> <p>Women's voices including women's liberation in the 60s and 70s studied in English.</p>	<p>reactions and Germany's objections, strengths and weaknesses of the settlement, including the problems faced by new states.</p> <p>Part Two- The League of Nations and international peace to include: The League's formation and covenant, organisation,</p> <p>Source evaluation and analysis, narrative account- cause/consequence, interpretation.</p> <p>Cross curricular knowledge: The theme of Conflict is key to KS3 English.</p> <p>Invasion taught in PE through Y7-9.</p> <p>People and places and global politics studied in Geography.</p>	<p>diplomacy outside of the League, impact of the Depression. Dealing with Crisis Manchuria and Abyssinia and its failure to prevent war.</p> <p>Cross curricular knowledge The theme of Conflict is key to KS3 English.</p> <p>Invasion taught in PE through Y7-9.</p> <p>People and places and global politics studied in Geography.</p>	<p>including conscription and the Anglo - German Naval Agreement. The Remilitarisation of the Rhineland and Anschluss. The policy of appeasement; Sudeten Crisis and Munich; the ending of appeasement. The occupation of Czechoslovakia ; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals.</p> <p>Source evaluation and analysis, narrative account-cause/ Consequence, interpretation.</p> <p>Cross curricular knowledge The theme of Conflict is key to KS3 English.</p> <p>Invasion taught in PE through Y7-9.</p> <p>People and places and global politics studied in Geography.</p>	<p>contribution of Christianity to medical progress and treatment; the nature and importance of Islamic medicine and surgery. Surgery, ideas and techniques. Public health in the Middle Ages: towns and monasteries; the Black Death- beliefs/causes, treatment and prevention.</p> <p>Source evaluation, Significance, change and continuity, interpretation</p> <p>Cross curricular knowledge. Human diseases linked to disease and contagion e.g., Black Death studied in Y10 biology unit</p>	<p>/ <i>Vesalius/Paré and Harvey</i>, Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals. Changing status of surgeons- the work of John Hunter, prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</p> <p>Source evaluation, Significance, change and continuity, interpretation</p> <p>Cross curricular knowledge. Human diseases linked to disease and contagion e.g. The Great Plague studied in Y10 biology unit</p>
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Year 11	<p><i>Britain: Health and the people: c1000 to the present day</i></p> <p><u>Part Two-The beginnings of change to include:</u> Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals. Changing status of surgeons-the work of John Hunter, prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.</p> <p><u>Part Three- A revolution in medicine to include:</u> A revolution in medicine to include: The development of Germ Theory and its impact on the treatment of disease in Britain- Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets.</p> <p>Cross curricular knowledge Pasteur and germ theory Vaccinations- linked to Jenner, Pasteur and Koch Robert Koch and scientific methodology e.g., petri dish, solidified agar Lister and antiseptics studied in Y10 biology</p>	<p><i>Britain: Health and the people: c1000 to the present day</i></p> <p><u>Part Three- A revolution in medicine to include:</u> A revolution in medicine to include: Anaesthetics, Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.</p> <p>Source evaluation, Significance, change and continuity, interpretation</p> <p><u>Part Four- Modern Medicine to include:</u> <i>Modern Medicine to include: Fleming and the discovery of penicillin, alternative medicine, treatment and disease post-1945. The importance of Booth, Rowntree, the Boer War and Liberal social reforms; the impact of war, the Beveridge Report leading to the creation and development of the Welfare State and National Health Service. Modern day alternatives and 20th C</i></p>	<p><i>Norman England, c1066–c110</i></p> <p><u>Part One-The Norman conquest and control to include:</u> Establishing and maintaining control and King William's leadership and government. William II and his inheritance.</p> <p>Evaluation of interpretation, cause/ consequence, change and continuity</p> <p>Cross curricular knowledge: Invasion studied across all years at PE. Beliefs and Practices studied in RE- the role of the Church, monasticism, reform.</p> <p><u>Part Two- The Norman conquest and control to include:</u> Feudalism and government, Anglo-Saxon and Norman government systems, military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book. Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and</p>	<p><i>Norman England, c1066–c1100</i></p> <p><u>Part Three: The Norman Church and monasticism</u> The Church; before 1066, Lanfranc and reform, building, organisation, relations with the state. William II and the Church, relations with the Papacy; the Investiture Controversy. Monasticism: The Norman reforms-abbeys and monasteries. Monastic life-learning, schools and education, Latin usage and the vernacular.</p> <p>Evaluation of interpretation, cause/ consequence, change and continuity.</p> <p>Cross curricular knowledge: Invasion studied across all years at PE. · Beliefs and Practices studied in RE- the role of the Church, monasticism, reform.</p>	Revision and Exams	Exams

		<p>developments and problems.</p> <p>Source evaluation, Significance, change and continuity, interpretation</p> <p>Cross curricular knowledge: Fleming and anti-biotics, Transplants New drugs-20th century medicine, smoking and diet and exercise linked to NHS and prevention today studied in Biology.</p> <p><i>Norman England, c1066–c110</i></p> <p><u>Part One-The Norman conquest and control to include:</u> Causes of Norman Conquest, Military aspects: Battles including Hastings, Anglo-Saxon and Norman tactics; military innovations.</p> <p>Evaluation of interpretation, cause/ consequence, change and continuity</p> <p>Cross curricular knowledge: Invasion studied across all years at PE.</p>	<p>seasonal life; Forest law.</p> <p><u>The historic environment of Norman England</u> Norman England, c1066–c1100: Durham Cathedral. Site Study.</p> <p>Evaluation of interpretation, cause/ consequence, change and continuity</p> <p>Cross curricular knowledge: Invasion studied across all years at PE.</p> <p>· Beliefs and Practices studied in RE- the role of the Church, monasticism, reform.</p>			
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DO MORE: Milestone assessment end points

Unit specific substantive, and disciplinary knowledge and skill end points are detailed on individual schemes of learning.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p> <p>Understand the literal meanings of terms such as chronology, year, decade and century.</p> <p>Starting to use some historically relevant vocabulary within a historical time period.</p> <p>Source/interpretation</p> <p>Starting to describe what a source says or what they can learn from sources with some support.</p> <p>Identify basic similarities and/or differences between sources with some support.</p> <p>Conceptual understanding</p> <p>Recall some relevant knowledge showing a basic understanding of change and continuity within a time period, cause and consequence of events and historical interpretation with some support.</p>	<p>In addition to the basic response students can:</p> <p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p> <p>Can put events within a time period into chronological order in a simple structure.</p> <p>Can use a range of historically relevant vocabulary within a given historical time period.</p> <p>Source/interpretation</p> <p>Make simple inferences from a source to learn/ make conclusions about the past.</p> <p>Identify basic similarities and differences between sources and begin to describe how the source(s) supports this.</p> <p>Conceptual understanding</p> <p>Give general descriptions, showing basic knowledge of change and continuity within a time period, the short-term significance of events, cause and consequence of events and historical interpretation.</p> <p>Starting to provide some structure to extended work.</p>	<p>In addition to the clear response students can:</p> <p>Extending and deepening chronological understanding acquisition of knowledge and historical vocabulary.</p> <p>Understand time is divided into time periods and shows an understanding of this in descriptions/ by putting events over multiple time periods into chronological order. Beginning to understand terms such as 'The Middle Ages' or 'The Norman era'.</p> <p>Can remember historical vocabulary for more than one historical period and are beginning to transfer language to different situations e.g., invasion.</p> <p>Source/interpretation</p> <p>Make substantiated/supported inferences and apply some knowledge to a historical source.</p> <p>Describe similarities and differences of two sources together, supporting the comparison with details from both sources.</p> <p>Conceptual understanding</p> <p>Describe or give simple explanations of second order concepts such as change and continuity within a time period, the short-term significance of events, cause and consequence of events and historical interpretation.</p> <p>Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions.</p>
8	<p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p>	<p>In addition to the basic response students can:</p> <p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p>	<p>In addition to the clear response students can:</p> <p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>Can put events within a time period into chronological order in a simple structure.</p> <p>Can use a range of historically relevant vocabulary within a given historical time period.</p> <p>Source/interpretation</p> <p>Make simple inferences from a source to learn/ make conclusions about the past. Identify basic similarities and differences between sources and begin to describe how the source(s) supports this.</p> <p>Conceptual understanding</p> <p>Give general descriptions, showing basic knowledge of change and continuity within a time period, the short-term significance of events, cause and consequence of events and historical interpretation.</p> <p>Starting to provide some structure to extended work.</p>	<p>Understand time is divided into time periods and shows an understanding of this in descriptions/ by putting events over multiple time periods into chronological order.</p> <p>Beginning to understand terms such as 'The 20th Century' or 'The Industrial period.'</p> <p>Can remember historical vocabulary for more than one historical period and are beginning to transfer language to different situations e.g., tyrant.</p> <p>Source/interpretation</p> <p>Make substantiated/supported inferences and apply some knowledge to a historical source.</p> <p>Describe similarities and differences of two sources together, supporting the comparison with details from both sources.</p> <p>Conceptual understanding</p> <p>Describe or give simple explanations of second order concepts such as change and continuity within a time period, the short-term significance of events, cause and consequence of events and historical interpretation.</p> <p>Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions.</p>	<p>Can fit chronological knowledge into a simple structure of historical understanding e.g. I know that 1801 was in the nineteenth century during the Industrial period. '</p> <p>Make simple connections between time periods and begins to describe what has come before to deepen understanding of events.</p> <p>Can use a range of historical vocabulary and is a clear feature of learner's work. Shows an understanding of context when using specific terms across time periods.</p> <p>Source/interpretation</p> <p>Make substantiated/supported inferences from historical sources and can apply relevant knowledge using some specific facts to assess source utility. Describe the impact that the provenance can have on source utility in simple detail.</p> <p>Describe similarities and differences of two sources together, supporting the comparison with details from both sources. Starting to compare the source provenance to understand the impact.</p> <p>Conceptual understanding</p> <p>Give explanations of second order concepts such as change and continuity, the short- and long-term significance, cause and consequence of events and historical interpretation with some reference to the short- and long-term nature of these.</p> <p>Can structure work by organising second order concepts into categories and can explain reasons for and against interpretations and conclude with own judgement.</p>
9	<p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p> <p>Understand time is divided into time periods and shows an understanding of this in descriptions/ by putting events over multiple time periods into chronological order. Beginning to</p>	<p>In addition to the basic response students can:</p> <p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p> <p>Can fit chronological knowledge into a simple structure of historical understanding.</p>	<p>In addition to the clear response students can:</p> <p>Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.</p> <p>Make links between time periods and compare what has come before. Beginning to make relevant connections between the periods and can comment</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>understand terms such as 'The 20th Century.'</p> <p>Can remember historical vocabulary for more than one historical period and are beginning to transfer language to different situations e.g., tyrant.</p> <p>Source/interpretation</p> <p>Make substantiated/supported inferences and apply some knowledge to a historical source.</p> <p>Describe similarities and differences of two sources together, supporting the comparison with details from both sources.</p> <p>Conceptual understanding</p> <p>Describe or give simple explanations of second order concepts such as change and continuity within a time period, the short-term significance of events, cause and consequence of events and historical interpretation.</p> <p>Shows an understanding how a factor(s) may influence change.</p> <p>Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions.</p>	<p>Make simple connections between time periods and begins to describe what has come before to deepen understanding of events.</p> <p>Can use a range of historical vocabulary and is a clear feature of learner's work. Shows an understanding of context when using specific terms across time periods.</p> <p>Source/interpretation</p> <p>Make substantiated/supported inferences from historical sources and can apply relevant knowledge using some specific facts to assess source utility. Describe the impact that the provenance can have on source utility in simple detail.</p> <p>Describe similarities and differences of two sources together, supporting the comparison with details from both sources. Starting to compare the source provenance to understand the impact.</p> <p>Conceptual understanding</p> <p>Give explanations of second order concepts such as change and continuity, the short and long-term significance, cause and consequence of events and historical interpretation with reference to the short and long-term nature of these.</p> <p>Determine how different factors influence change and evaluate which are important for different events.</p> <p>Can structure work by organising second order concepts into categories and can explain reasons for and against interpretations and conclude with own judgement.</p>	<p>on similarities and differences of events in a breadth and depth study.</p> <p>Can use a range of sophisticated and specific historical vocabulary, showing an awareness of context and understanding of similarity and difference of time period and country when choosing language.</p> <p>Source/interpretation</p> <p>Make supported inferences from a wider range of source material with developed explanations using specific factual knowledge to evaluate the content and provenance- including motive and impact.</p> <p>Able to make a substantiated judgement of utility based on historical context. Starting to make relevant links between sources in judgements.</p> <p>Describe similarities and differences of two sources together, supporting the comparison with details from both sources. Can compare the provenance, showing contextual understanding to understand the impact of purpose, viewpoint, experience.</p> <p>Conceptual understanding</p> <p>Give detailed explanations of second order concepts over time such as change and continuity, the short- and long-term significance of events, cause and consequence of events and historical interpretation. -evaluating the short and long-term nature of these</p> <p>Explain how different factors influence change and evaluate importance of these, making links between.</p> <p>Can evaluate arguments for and against interpretations and form a well substantiated judgement/conclusion with links.</p>
10	<p>Basic GCSE analysis of source(s) based on content and/or provenance- made by assertion/basic inference.</p> <p>Basic GCSE analysis of causation/consequence/significance/change. Demonstrating some relevant knowledge and understanding.</p>	<p>Simple GCSE analysis of source(s) based on content and/or provenance. Students identify relevant features in the source and support them with simple factual knowledge and understanding.</p> <p>Simple explanation and or analysis of cause/consequence/change/short- and long-term significance with relevant knowledge and understanding.</p>	<p>Developed evaluation of source(s) based on the content and provenance with application of specific factual detail related to features of the source. Evaluation based on utility.</p> <p>Developed explanation of cause/consequence/change/short- and long-term significance. Developed</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>Basic explanation of similarity/similarities of events/individuals-knowledge relevant to the question.</p> <p>Answer demonstrates basic GCSE knowledge and understanding that is relevant to the question. Answer demonstrates a basic, sustained line of reasoning which is coherent, structured, and explicitly relevant. Basic explanation of one or more factors in an extended response.</p>	<p>Answer is presented in a structured account that demonstrates some specific knowledge and understanding that is relevant to the question. Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant. Simple explanation of two factors in an extended response.</p>	<p>reasoning showing specific knowledge and understanding.</p> <p>Answer is presented in a structured and well-ordered manner that demonstrates a range of accurate knowledge and understanding that is relevant to the question. Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance. Developed explanation of a range of factors in extended responses.</p> <p>Starting to evaluate the impact of differences such as time, group, social and/or economic impact, supported by knowledge and understanding.</p>
11	<p>Basic GCSE analysis of sources/interpretations based on content and/or provenance. And simple comparison of similarities and application of simple knowledge.</p> <p>Basic analysis causation/consequence /significance and change over a 1000-year time period.</p> <p>Basic explanation of similarity/similarities of events/individuals. Answer demonstrates basic knowledge and understanding that is relevant to the question.</p> <p>Basic explanation of one or more factors in an extended response. Answer demonstrates basic GCSE knowledge and understanding that is relevant to the question. Answer demonstrates a basic, sustained line of reasoning which is coherent, structured, and explicitly relevant. Basic explanation of one or more factors in an extended response.</p>	<p>Simple analysis of sources/interpretations based on the content and/ or provenance and simple comparison of similarities and application of simple knowledge.</p> <p>Simple analysis of causation/consequence/significance over a 1000-year time period. With relevant knowledge and understanding.</p> <p>Simple explanation of similarity(s)- one may be in depth of events/individuals. Answer demonstrates simple knowledge and understanding that is relevant to the question.</p> <p>Answer is presented in a structured account that demonstrates some specific knowledge and understanding that is relevant to the question. Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant. Simple explanation of two factors in an extended response.</p>	<p>Developed evaluation of sources/interpretations based on the content and provenance with application of specific factual detail. Impact of purpose / provenance considered.</p> <p>Developed explanation of cause/consequence/change/short- and long-term significance.</p> <p>Developed explanation of similarities of events/individuals. Answer demonstrates developed knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with accurate relevant knowledge, sustained and explicit relevance. Developed explanation of a range of factors in extended responses.</p> <p>With the most able writing complex, sustained judgements. Evaluating content and provenance, linking factors and coming to judgements arising from differences. Can make detailed links between cause/consequence as part of a wider enquiry and impact in order to evaluate in depth.</p>

GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in History we will focus on **TEAMWORK** including group decision making and recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect, and

understanding through research. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Seating to allow inclusion
- Differentiation activities to stretch and support in all lessons
- Resources are accessible yet challenging
- Displays and visual learning tools are used where necessary
- Where appropriate support from additional adults is planned to scaffold students learning
- Group work and discussion
- Clear teacher/student communication
- Feedback that allows students to make progress, whether written or verbal
- Independent study/homework.
- Intervention when required
-

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of History, we;

- work to identify barriers, interests and what might help each pupil make the next steps in learning using lead practitioner research and actions to support.
- provide targeted support for under-performing pupils during lesson time, such as targeted questioning, live marking and seating, in addition to revision lessons and intervention outside school hours.
- use strategies best suited to addressing individual needs
- ensure there are opportunities for students to make use of resources and gain homework support outside of lesson time through the use of Teams
- provide students with revision materials to reduce financial burden on families

How do we make sure that our curriculum is implemented effectively?

- The History curriculum leader is responsible for designing the History curriculum and monitoring implementation.
- The subject leader's monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.

- Assessments are designed thoughtfully to assess student progress, long term knowledge retrieval and also to shape future learning.
- Assessments are checked for reliability within departments and across the Trust.

We have staff who mark for exam boards and provide vital CPD to the rest of the department to ensure reliability of data. We also work closely with examination team leaders across trust to valid.

Gap analysis spreadsheets are used to identify areas of development for students at KS4 to identify areas of weakness

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation
- Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings
- Lesson observations
- Learning walks for KS3 and KS4 based upon departmental priorities
- Work sample for each year group cross referenced against milestone assessment end points
- Regular feedback from teaching staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil Surveys
- Parental feedback