Sandhill View

History Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip <u>all</u> 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 high 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	Study of an aspect	Study of an	Development of	Development of	Development	Development of
	of British History	aspect of British	Church, State	Church, State and	of Church,	Church, State
	that	History that	and Society	Society 1066-1509	State and	and Society
	consolidates/exten	consolidates/exte	1066-1509	,	Society 1509-	1509-1745
	ds pupils'	nds pupils'		How far was the	1745	
	chronological	chronological	Did Medieval	Black Death a		Should Elizabeth
	history pre-1066	history pre-1066	Kings have all	disaster?	Why is the	be remembered
			the power?		Tudor period	as 'Good Queen
	How far have	How far have	and position.	An enquiry into the	known as the	Bess'?
	invaders shaped	invaders shaped	Challenges to	impact of the Black	'religious	DC33 .
	our nation and	our nation and	power to	Death on Medieval	rollercoaster'?	Focusing on
	home?	home?	understand	society including	Tonercouster :	national and
	nome.	nome.	complexities of	How did people	Focusing on	international
	An enquiry to	An enquiry to	rule and politics	live before 1348,	the	challenges to
	bridge and build	bridge and build	leading to a	Health and	development	the throne.
	upon KS2	upon KS2	deeper	cleanliness, causes	of church,	Building upon
	knowledge;	knowledge;	understanding	of the Black Death,	state, and	themes of
	deepening	deepening	of the history of	treatments, social,	society 1509-	invasion and
	chronological	chronological	democracy.	economic and	1745. To	conflict through
	_	understanding	Including:	political impact of	include	
	understanding whilst constructing				reasons and	assessing threats from
		now moving onto looking at the	Henry II and	this. Developing understanding of		MQS/threat of
	a bigger picture of	last successful	Becket, King	the wider world	changes: Henry	· -
	pre-1066 history by	10.000000000000000000000000000000000000	John and the		VII, Henry VIII and the	Spain. Internal
	looking at	invasion of	Magna Carta -	with a Meanwhile		conflict e.g. how
	developments as a	England in 1066	focusing on	elsewhere in	Reformation,	Elizabeth
	whole and the	and the impact.	abuse of power	Medieval Europe-	Edward and	presents herself
	impact on the	To include:	by monarchy	war on cats! Built	Mary's	through the use
	North East. This	Succession Crisis,	(revisited in	upon in Y8-Public	religious	of portraits and
	unit will act as an	preparations, The	English Civil	Health and Cholera	changes and	why and the
	introduction of Y7	Battle of	War unit),	and Public Health	impact- with	issue of the
	Core Concepts-	Hastings,	Henry III and	KS4.	foundation of	poor-
	Conquest and	rebellions and	parliament.	Core Concepts-	modern	poverty/culture.
	Control.	challenges to	Core concept of	Control.	Church.	To include:
		authority.	Control.	Cause and	Evaluation of	Elizabeth's early
	To include:	Maintaining	Significance-	consequence,	religious	life, Queen of
	Invasion and	control,	introduction to	similarities and	change	Scots and the
	Settlement of-	hierarchical	short term	differences in	building upon	Spanish
	Romans, Anglo-	structure of	significance,	source material.	HT2. Linked to	Armada,
	Saxons, and	society and	analysis of		Health in KS4-	portraits and
	Vikings.	power -Feudal	source material-	Cross curricular	Impact of the	poverty. Core
	Considering the	system and	inference	knowledge:	dissolution on	concept of
	reasons for	Domesday, Life		Medieval life	health.	invasion key for
	invasion and the	law and order in	Cross curricular	understood	Core Concepts-	this unit.
	impact on society	Norman England.	knowledge: The	through literature	Control.	Core Concepts-
	then and now.	Core Concepts-	themes of	in English.		Conquest and
		Conquest and	tyrannical rule		Historical	Control.
	Local history:	Control.	taught in		interpretations	
	Reference to the		English (Animal		and source	Historical
	impact in the	Change and	Farm). Linking		analysis.	interpretations
	North-East	Continuity,	to the themes		Application of	and sources.
	throughout.	analysis of source	of power,		knowledge for	
		material-	control and		accuracy.	Cross curricular
	Chronological	inference	authority. The			knowledge:
	understanding,		Diving Right-			knowledge:

	Change and Continuity, analysis of source material Cross curricular knowledge: Invasion as a concept taught in invasion games PE.	Cross curricular knowledge: The theme of Character and Conflict taught in English. Invasion as a concept taught in	key learning for Macbeth (Y11).		Cross curricular knowledge: Links to beliefs and practices in RE e.g., the difference between Catholics and	Thematic link to power, control and authority of Tudor Monarchs. Elizabethan culture -The Globe for understanding
	Beliefs and practices taught in RE during the Christianity unit.	invasion games PE- tactics, formation and leaderships.			Protestant.	of Macbeth and The Tempest.
Year 8	Development of Church, State and Society 1509-1745	Ideas, political power, industry and Empire 1745- 1901	Ideas, political power, industry and Empire 1745-1901	Challenges for Britain, Europe & wider world 1901- present	Challenges for Britain, Europe & wider world 1901-present	Challenges for Britain, Europe & wider world 1901-present
	Stuart England: The monarchy in crisis? Challenges to	To what extent was Britain changed by the	Why should Britain say sorry for the	How did Charlie Buchan go from SAFC to the	How was WWII a total war?	How was WWII a total war?
	power in order to understand complexities of	Industrial Revolution?	Slave Trade? An opportunity to focus on	Somme? Challenges for	Further challenges for Britain, Europe and wider	Further challenges for Britain, Europe and wider
	rule and politics. To include: King James/Gun Powder plot	industry 1745- 1901 with economic and	moral and ethical implications of	Britain, Europe and wider world to focus on the first modern,	world. Focusing on political	world. Focusing on political tensions and
	Witch craze/ Causes of ECW Causes of ECW/Two sides	social impacts of change. To include: changes to life and	British role in slavery and links to Civil Rights in USA	technological conflict. The story of WW1 told through the story	tensions and failures, and social and economic	failures, and social and economic impact of 'total
	Impact of ECW/Charles execution Cromwell/ Charles	industry- inventions- the impact on the development of	unit. To include: Empire building - positive and	of Charlie Buchan. Long- and short- term causes of war and links between	impact of WWII on Britain. To include:	war' on Britain. To include: The impact at home and in the
	II GFL 1666	factories, factory life and improvements,	negative impact, Trans-Atlantic	them, trench life and social impact, Battle of the	Causes of WWII- failures following WWI	Empire. The end of the war-including the
	Cause and Consequences- short- and long-	living conditions- including the class system, public health-	Slave Trade and the role of Britain within this, life on	Somme, local war heroes, impact on mental health, armistice and	and international diplomacy. Why did men	role of Alan Turing, moral and ethical considerations
	term interpretation Source analysis and comparison Change and	John Snow and Cholera (focus on Sunderland). Core concept of	plantations and treatment of slaves, slave resistance and	moral aspects of war. Core concepts of Empire and Conflict key to this	join? Men at war including: Dunkirk, The Blitz and	of the atomic bomb. Core concepts of Empire and
	continuity Diagonal cross	Empire is key. Built upon at KS4-Public Health in the 19 th C.	abolition. Core concepts- Empire and	unit-cause of WW1.	soldiers of the Empire. Wider impact: How	Conflict key to this unit-cause of WW2.
	curricular knowledge: Tyrannical rule in the text Animal	Change and continuity, Source	Conflict. Source/interpre tation	Significance- long and short term, Source evaluation of content and	did war change medicine? Core concepts of Empire and	Cause and Consequence- evaluating
	farm studied in English.	evaluation of content and provenance.	evaluation- application of knowledge to content and	provenance- purpose and motivation.	Conflict key to this unit-cause of WW2.	importance, Comparing source material/interpr
		Local history study: Cholera in Sunderland.	provenance- focusing on motivation/pur pose.	Local history study: Local war heroes- Charlie Buchan	Cause and Consequence- evaluating importance,	etations and applying knowledge for accuracy.

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	Cross curricular	Local history	Diagonal cross curricular	Comparing source	
	knowledge: The	study: Role of	knowledge: The	material/interp	Diagonal cross
	Industrial	Sunderland in	study of WW1	retations and	curricular
	Revolution and its	the abolition of	including trench life	applying	knowledge:
	impact on	Slavery.	and the impact at	knowledge for	Welfare state
	industry studied	Sidvery.	home in White	accuracy.	and the issues of
	in Geography.		Poppies, English		the poor post-
	m deography.		(Y7).	Local history	war studied in
		Diagonal cross		study:	Inspector Calls in
		curricular		Sunderland	English.
		knowledge:		during the	
		Black heritage		Blitz.	Medicine,
		and America			smoking and
		studied in Art.		Diagonal cross	diet and exercise
		Making use of		curricular	linked to NHS
		the same		knowledge:	and prevention
		sources and		New 20 th	today
		evidence.		Century drugs	looked at in
				and treatments	Biology.
				studied in	Challenges for
				Biology.	Britain, Europe
				Links to	& wider world 1901-present
				formations,	1301-hissell
				tactics and	Depth study:
				leadership in	How did WWII
				PE PE	change
					Sunderland?
					Historical
					enquiry looking
					at Post-War
					Britain and the
					impact on
					Sunderland.
					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/ordinar
					y life in
					Britain/Sunderla
					nd.
					Change and
					continuity,
					Comparing
					source
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					etations and applying
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					knowledge for accuracy.

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						Local history study: Enquiry based on reforms in the local area e.g. Thorney Close/Plains Farm.
						Cross curricular knowledge: Welfare state and the issues of the poor postwar studied in Inspector Calls in English.
						Medicine, smoking and diet and exercise linked to NHS and prevention today looked at in Biology.
Year 9	Challenges for Britain, Europe & wider world 1901- present (including Holocaust)	Challenges for Britain, Europe & wider world 1901- present	Through time study: Protest through time Early Modern- Present Day	Breadth Study: Significant society or issue in world History	Breadth Study: Significant society or issue in world History	Breadth Study: Significant society or issue in world History
	How did Hitler control Nazi occupied Europe?	What was it like to live in Communist Russia?	How have we protested? Students have	Was the twentieth century 'America's century'? Unit builds upon	Was the twentieth century 'America's	Was the twentieth century 'America's century'?
	Study to provide opportunity to explore issues for non-British nations. It provides context to political problems leading to WWII. To	A Depth study to provide the opportunity to develop students understanding of communism and to compare to the Dictatorship	the opportunity to complete a chronological theme study which builds upon their understanding from year 7 and	understanding of European international relations and previous units- Slave Trade. A breadth study, to include:1920s	century'? Unit builds upon understanding of European international relations and	Unit builds upon understanding of European international relations and previous units-Slave Trade. A
	include: Hitler's power, use of propaganda to control, terror, life for women and children, the treatment of Jews	under Hitler in Germany. To include: What is Communism? The Russian Revolution, How did Lenin	8 of protest and political change from the Early Modern- Present Day. It allows students to compare and	causes of the boom and social impact- winners and losers. Builds upon themes of conflict from Y8. Core concept of reform	previous units- Slave Trade. A breadth study, to include: 1920s divided society, 1930s	breadth study, to include: Post war USA Home and Abroad, 1950s/60s Civil Rights- moral
	through history in Europe to introduce anti- Semitism, political, economic and social impact of	establish communism? Stalin's Russia/ Dictator comparison- Hitler V Stalin.	contrast significance and builds upon their understanding of factors to	key when looking at Republican policy. Comparing interpretations/	Depression- economic problems and social impact (builds upon content from	and ethical implications and legal challenges due to popular protest (link to protest unit),
	laws on Jews living in Nazi occupied Europe leading to	Core concept of terror key and builds upon Y7	prepare them for further history study.	evaluation	Hitler unit) . Builds upon themes of	1950s/60s culture and national and

the Holocaust.	control and Y8	To include: The	Consequence-	conflict from	international
Core concept of	Empire and	Pilgrimage of	change and	Y8.	problems.
terror key and	Conflict.	Grace, the	continuity		
builds upon Y7		American		Comparing	Comparing
control and Y8	Evaluation of	Revolution. 19th	Cross curricular	interpretations	interpretations
Empire and	historical	century	knowledge: Laissez	/ evaluation	evaluation
Conflict.	interpretation	suffrage	Faire; leadership	Consequence-	Consequence-
	and comparison	campaigns	studied in PEE	change and	change and
Cause and	of multiple	including the	(Y11).	continuity	continuity
consequence-	interpretations.	Peterloo			Significance of
ST/LT/impact on		Massacre and		Cross	individuals-
groups. Source		Suffragettes.		curricular	short and long
evaluation based	Cross curricular	Local protests		knowledge:	term (across
on content and	knowledge:	including the		Laissez Faire;	study).
provenance-	Russia studied as	Jarrow March		leadership	
focusing on impact,	a unit in Year 7	,Race Riots and		studied in PEE	
interpretation in	Geography.	Miners Strike.		(Y11).	Local history
extended		Core concepts			study: MLK visit
responses.	Influential leaders	of terror and			the North-East.
	studied in Art.	reform			
Cross curricular		embedded. 20 [™]			Cross curricular
knowledge:	Tyrannical rule	Race key for			knowledge:
Influential leaders	studied in English.	KS4 and KS5.			Civil Rights
studied in Art.					studied in Art.
	Autocratic and	Significance			
Tyrannical rule	democratic rule	over time,			Women's voices
studied in English	studied in PE.	interpretation			including
		of factors and			women's
Autocratic and		influence on			liberation in the
democratic rule		change.			60s and 70s
studied in PE.					studied in
		Local history			English.
		study : Jarrow			
		March, Miner's			
		Strikes.			
		Cross curricular			
		knowledge:			
		Protests and			
		gender equality			
		in Art.			
		Women's voices			
		including the			
		Suffrage			
		movement			
		taught			
		horizontally			
		with English.			

Equality and diversity taught

in Child development.

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.

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Unit builds upon students bridging unit and introduces the GCSE America 1920-1973 unit and disciplinary knowledge needed. Students will develop their understanding of European international provious units-Slave Trade. A breath study, to include: Post war usand Abroad, 1950s/60s Civil Rights-moral and ethical implications and legal challenges due to popular protest (prior links in Peasants Revoit), 1950s/60s Civil reand and ational and international proplems. Comparing interpretations/ evaluation continuity Comparing interpretations/ evaluation continuity Significance of individuals-short and long term (across study). Local history study: MK Wists the Medicial stay to the present day 1918-1939 (1918-1939) (1918-1939	Year	America Opportunity	Conflict and	Conflict and	Conflict and		Britain:
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unit and introduces the GCSF America 1920-1973 unit and disciplinary knowledge needed. Students will develop their understanding of European international problems. Fourteen Points, 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 civil Rights-moral and international problems. Source evaluation and analysis, narrative and national and international problems. Comparing interpretations/ evaluation Consequence (individuals-short and long term (across study). Consequence (individuals-short and long term (across study). Consequence (individuals-short and long term (across study). Easily and the caption of the set leave of the consequence (individuals-short and long term (across study). Consequence (individuals-short and long term (across study). Easily the consequence (individuals-short and long term (across study). Easily the consequence (individuals-short and long term (across study). Easily the consequence (individuals-short and long term (across study). Easily the consequence (individuals-short and long term (across study). Easily the consequence (individuals-short and listory study: Invasion taught in PE through Y7-9. Invasion taught in MLK visits the Invasion taught in PE through Y7-9. Invasion taught in MLK visits the Invasion taught in PE through Y7-9. Invasion taught in PE through Y7-9. Invasion taught in MLK visits the Invasion taught in PE through Y7-9. Invasion taught in Peasants Revolt, Invasion taught in PE through Y7-9. Invasion taught in Peasants Revolt, Invasion taught in Peasants Revolt		students bridging	making to	League of	The origins and		Part Two-
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Cross curricul knowledge: Civil Rights strin Art Women's voice including won liberation in the and 70s studio English.	studied in Geography. ces nen's he 60s		Source evaluation and analysis, narrative account-cause/ Consequence, interpretation. Cross curricular knowledge The theme of Conflict is key to KS3 English. Invasion taught in PE through Y7-9. People and places and global politics studied in Geography.		Source evaluation, Significance, change and continuity, interpretatio n Cross curricular knowledge. Human diseases linked to disease and contagion e.g. The Great Plague studied in Y10 biology unit
Part Two-The beginnings of change to inc. Dealing with disease: tradi and new met of treatments quackery; me of treating displague; the groof hospitals. Changing stat surgeons-the of John Hunte prevention of disease: inoculation; E Jenner, vaccin and opposition change. Part Three- A revolution in medicine to in A revolution in medicine to in The developm Germ Theory impact on the	and the people: c1000 to the present day Part Three- A revolution in medicine to include: A revolution in medicine to inc	Part One-The Norman Conquest and Control to include: Establishing and maintaining control and King William's leadership and government. William II and his inheritance. Evaluation of interpretation, cause/ consequence, change and continuity Cross curricular knowledge:Invasi on studied across all years at PE. Beliefs and Practices studied in RE- the role of the Church,	Norman England, c1066-c1100 Part Three: The Norman Church and monasticism 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.	Revision and Exams	Exams

treatment of disease in Britain-Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets.

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

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 developments and problems.

Source evaluation, Significance, change and continuity, interpretation

Cross curricular knowledge:
Fleming and antibiotics,
Transplants
New drugs-20th century medicine, smoking and diet and exercise linked to NHS and prevention today studied in Biology.

Norman England, c1066–c110

Part One-The
Norman
conquest and
control to
include: Causes
of Norman
Conquest,
Military aspects:
Battles including

monasticism, reform. Part Two- The <u>Norman</u> conquest and control to include: 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 seasonal life; Forest law.

The historic
environment of
Norman England
Norman England,
c1066-c1100:
Pevensey Castle
Site Study.

Evaluation of interpretation, cause/ consequence, change and continuity

Cross curricular knowledge: Invasion studied across all years at PE.

Beliefs and Practices studied in RE- the role of the Church, monasticism, reform. Evaluation of interpretation, cause/
Consequence, change and continuity.

Cross curricular knowledge: Invasion studied across all years at PE.

Beliefs and Practices studied in REthe role of the Church, monasticism, reform.

Hastings, Anglo- Saxon and Norman tactics; military innovations.		
Evaluation of interpretation, cause/ consequence, change and continuity		
Cross curricular knowledge: Invasion studied across all years at PE.		

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

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
	consequence of events and historical interpretation with some support.	consequence of events and historical interpretation. Starting to provide some structure to extended work.	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.
			Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions.
8	Extending and deepening	In addition to the basic response	In addition to the clear response
	chronological understanding,	students can:	students can:
	acquisition of knowledge and historical vocabulary. Can put events within a time	Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.	Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.
	period into chronological order in a simple structure.	Understand time is divided into time periods and shows an understanding of this in descriptions/ by putting events	Can fit chronological knowledge into a simple structure of historical understanding e.g. I know that 1801 was
	Can use a range of historically relevant vocabulary within a	over multiple time periods into chronological order.	in the nineteenth century during the Industrial period. '
	given historical time period. Source/interpretation	Beginning to understand terms such as 'The 20 th Century' or 'The Industrial	Make simple connections between time periods and begins to describe what has
	Make simple inferences from a	period.'	come before to deepen understanding of events.
	source to learn/ make	Can remember historical vocabulary for	
	conclusions about the past. Identify basic similarities and differences between sources and begin to describe how the	more than one historical period and are beginning to transfer language to different situations e.g., tyrant.	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
	source(s) supports this.	Source/interpretation Make substantiated/supported inferences	periods.
	Conceptual understanding Give general descriptions,	and apply some knowledge to a historical source.	Source/interpretation Make substantiated/supported
	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.	Describe similarities and differences of two sources together, supporting the comparison with details from both sources.	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.
	Starting to provide some structure to extended work.	Conceptual understanding 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.	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.
		Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions.	Conceptual understanding 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.

Setending and deepening chronological understanding, acquisition of inowledge and historical vocabulary.	Year	Basic	Clear	Detailed
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		conclusions.	judgement.	
Explain how different factors influence				T
change and evaluate importance of				- · · · · · · · · · · · · · · · · · · ·
these, making links between.				these, making links between.

Clear

Detailed

Year

Basic

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
			Can evaluate arguments for and against interpretations and form a well substantiated judgement/conclusion with links.
10	Basic GCSE analysis of source(s) based on content and/or provenance- made by assertion/basic inference. Basic GCSE analysis of causation/consequence/significa	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. Simple explanation and or analysis of	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. Developed explanation of
	nce/change. Demonstrating some relevant knowledge and understanding.	cause/consequence/change/short- and long-term significance with relevant knowledge and understanding.	cause/consequence/change/short- and long-term significance. Developed reasoning showing specific knowledge and understanding.
	Basic explanation of similarity/similarities of events/individuals-knowledge relevant to the question.	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	Answer is presented in a structured and well-ordered manner that demonstrates a range of accurate knowledge and understanding that is relevant to the
	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	reasoning which is coherent, structured, substantiated and explicitly relevant. Simple explanation of two factors in an extended response.	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.
	factors in an extended response.		Starting to evaluate the impact of differences such as time, group, social and/or economic impact, supported by knowledge and understanding.
11	Basic GCSE analysis of sources/interpretations based on content and/or provenance. And simple comparison of similarities and application of simple knowledge.	Simple analysis of sources/interpretations based on the content and/ or provenance and simple comparison of similarities and application of simple knowledge. Simple analysis of	Developed evaluation of sources/interpretations based on the content and provenance with application of specific factual detail. Impact of purpose / provenance considered.
	Basic analysis causation/consequence /significance and change over a 1000-year time period.	causation/consequence/significance over a 1000-year time period. With relevant knowledge and understanding. Simple explanation of similarity(s)- one	Developed explanation of cause/consequence/change/short- and long-term significance.
	Basic explanation of similarity/similarities of events/individuals. Answer demonstrates basic knowledge	may be in depth of events/individuals. Answer demonstrates simple knowledge and understanding that is relevant to the question.	Developed explanation of similarities of events/individuals. Answer demonstrates developed knowledge and understanding that is relevant to the question
	and understanding that is relevant to the question. 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,	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.	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.

sustained line of reasoning which

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
	is coherent, structured, and explicitly relevant Basic explanation of one or more factors in an extended response.		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.

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