



Stour Valley Community School

History curriculum 2024-25

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1. Curriculum intent

'The 7 pillars of the Stour Valley Community School History curriculum'

1. Global reach

The curriculum is designed from the perspective that students study international history and the UK's place within this. The curriculum enables students to develop an awareness in Year 7 and detailed understanding by Year 9, of international history and Britain's place within this over the past 1000 years. According to recent research that stated 'A curriculum should take pupils beyond their everyday experience.' (Young and Muller) and we will continue to create opportunities to broaden out our curriculum for our students who are predominantly white, British and living in a rural environment and those who come from minority groups so they can relate to and identify with the history taught in our curriculum.

Where can this be seen?

Year 7: 'Was it all plague, pongs and peasants in Medieval Clare?' enquiry focuses on how major international and national events such as the Black Death and Magna Carta had a direct impact on Medieval Clare. Also in Year 7: the Crusades and legacy of the Islamic Empire, Aboriginal culture (Empire), Benin (Empire),

Year 8: 'Why did Europe take over the world'? studied as part of the 'Empire' enquiry. Students also investigate the legacy of empire and the Commonwealth. Also how local events had national significance such as the Peasants' Revolt in the 'People Power' enquiry. New England/Salem (Witches), West Africa and Caribbean (Slavery), Europe (WW1).

Year 9: Students study post WW2 Britain for the perspective of how global events shaped modern Britain such as the oil crisis, African American Civil Rights movement, Cold War etc. Also in Year 9 a study on the impact of immigration over the past 100 years provides students with the ability to explain the origins of multi-cultural societies and the UK's place within this. USA (Civil Rights), Russia/USSR, Caribbean (Immigration Nation), Europe (Holocaust and WW2), Japan and USA (WW2).

GCSE: The significance of USAAF Lavenham to local, national and international events in the site study.

2. The ordinary with the extraordinary

We set out to ensure that all students investigate what was typical in a given time period or society as well as what was exceptional. The aim here is to engender students with historical perspective and be able to explain typical features of a society rather than learning about a series of one-off major events brought about by the rich and powerful. It also enables students to better see themselves and their own community or culture within history. The curriculum has undergone recent root and branch reform to move away from the masculine history of the rich and powerful to a wider social curriculum in its examination of ordinary, everyday lives when examples of ordinary women's lives are given as much time as men.

Where can this be seen?

Year 7: Local study of Medieval Clare and the comparison of 3 women's lives, how 3 extraordinary Medieval Queens' lives compared with most Medieval women in the 'How should we remember Medieval Queens' enquiry.

Year 8: 'People Power' unit explores how people without power can make big changes in society.

Year 9: African American Civil Rights movement depth study, life in Stalin's USSR.

GCSE: Elizabethan daily lives, Living in Nazi Germany (women, workers and youth).

3. Creating suspicion

'Students should learn that academic knowledge is provisional and revisable.' (Young). It is our intention that students do not accept information at face value. Through KS3, they begin to develop a suspicion of source material and are encouraged to look for potential bias in provenance and the interpretation of others. To this end, students in Year 9 should have a developed understanding that history is an interpretation of the past that has been constructed and should be reviewed and contested. Students are also shown examples of where historians have revised their ideas about the past e.g. Laurence Rees' interpretation of the Wannsee conference (Y9), Boudicca's name (Y8).

Where can this be seen? In the provision of sources and interpretations (which become more complex by Year 9) – see stopgap lessons in particular, where students are asked to reflect on the usefulness, reliability and purpose of source material.

4. Considered judgements (depth studies)

The curriculum places an emphasis upon students having the skills and knowledge to reach substantiated judgements. It is our aim that students are taught to understand that their judgements and explanations will only have credibility once they have considered other viewpoints and made on sound evidence available.

Where can this be seen?

Students are asked to make judgements after a sustained period of study to enable students to have sufficient depth of understanding to be able to make an informed judgement. As a result, they can be seen in the assessment questions towards the end of an enquiry in all year groups.

5 main written assessments in Year 9 e.g: How did the world shape the modern United Kingdom?

3 out of 5 written assessment in Year 8 e.g. "The Suffragettes did the most to get women the vote in Britain'. How far do you agree?

2 out of 6 written assessments in Year 7 e.g: How should we remember England's Medieval Queens?

5. Oracy

It is the intention that the spoken word carries the same weight as the written word in History. All students are actively encouraged and expected to articulate their views and ideas using a wider range of vocabulary and appreciate alternative viewpoints to their own. We actively encourage students to talk through and refine their ideas before committing them to paper.

Where can this be seen? Oracy models, assessment and awards have been developed and are shared across the Humanities and English faculties. These are now embedded in planning across Key Stage 3. Discussion also plays a dominant role in the teaching of KS4 History.

6. Universal issues

We set out to examine the fundamental issues in human history. These issues are woven into every area of the SVCS History curriculum, these include:

- What do societies need to do to thrive?
- Why do wars begin?
- How is power gained and shared?
- How can ordinary people bring about change when they are not in positions of power?
- What are the longer-term effects of conflict?
- What makes somewhere, something or someone significant?
- How does our society compare with others around the world?

We also ask all students to respond to the following universal questions in the stopgap lesson in every enquiry in Key Stage 3:

1. How were people in the past ruled?
2. How did people in the past live?
3. What did they believe?
4. How do we know about the past (the mechanics of history)

7. Cultural capital

We seek to enrich the curriculum whenever possible for all students rather than just those that can afford school visits. We capitalise on opportunities for students to see, meet and work with people outside of their own sphere of influence.

Where can this be seen?

Year 7: Archaeology digs in Clare Castle Country Park

Year 8: WW1 themed day in school with workshops using external historians/actors

Year 9: Immigration Nation Day March 2022: 4 speakers ran workshops exploring their own direct experiences of immigration with Year 9

Years 10 and 11: Site visit to USAAF Lavenham for all GCSE students.

What should our students know?

What should our students know by the end of Year 7?

By the end of Year 7, Stour Valley historians will understand that knowledge about the past can be revisited and changed. They will be able to explain how nations are shaped by invasion and conflict and how the legacy of this change is still in evidence today. They will have a more detailed understanding of how empires are created and maintained and some of the consequences of colonial power from more than one perspective (both conquerors and conquered).

Year 7 historians will enter Year 8 with an understanding of how events on an international and national scale have impacted on their own communities and provide examples of this e.g. the Black Death in Clare. They will be able to feel confident about commenting on the possible message of a range of different sources and interpretations and will have begun to develop the skills to begin to interrogate the reliability of these.

By learning through meaningful examples and repeated encounters, Year 7 Stour Valley historians will have developed an understanding of the broader characteristics of the Medieval period and be able to identify the features of everyday life for the majority. In contrast, they will also understand what made some lives exceptional e.g. the three Medieval queens studied. Students will be able to explain the power of the Church in the Medieval period and examples of the impact of the Reformation in England. They will also be able to explain links between the causes of the English Civil War and how a civil war differs from other types of war.

All students should be able to answer the following 4 universal questions for every enquiry studied: 1. How were people in the past ruled? 2. How did people in the past live? 3. What did they believe? 4. How do we know about the past? (the mechanics of history). They should also be able to answer these questions using more subject-specific vocabulary introduced and embedded throughout the enquiries e.g. monarchy, empire, colony.

What should our students know by the end of Year 8?

By the end of Year 8, Stour Valley historians will understand some of the methods used by ordinary people to successfully affect change in society and be able to support these with specific examples e.g. abolitionists and Suffragettes.

They will have revisited the disciplinary knowledge in Year 7 during the year but should now also be able to deploy a wider-range of historiography; explaining the different views that historians have about the increase in witch trials for example. They should also be able to explain how biased and secondary source material can be important to historians and have learnt not to dismiss sources before thoroughly examining them against an enquiry question.

Year 8 historians will also be able to explain how and why Britain industrialised and some of the impact that this had on ordinary people, the environment and politics. They will be able to explain how industrialisation on a national scale affected people at a local level in Lavenham. They will be able to explain some reasons why wealthy societies still have poverty and put forward reasons why poverty became a political issue in 1900. They will have a deeper understanding of why conflict

begins and be able to link some of the causes of WW1 and explain what is meant by total war. Students will be able to explain the impact that media had during WW1 and some of the reasons for and against censorship.

Year 8 Stour Valley historians will be able to explain how societies have dealt with dissent, violence (Peterloo Massacre), or military disaster (Somme) and how historians can begin to get to the truth about what happened. They should also be able to explain some of the regional diversity of the British Isles from their enquiry into the formation of the UK and some may also express their own opinion about devolution.

All Year 8 historians should be able to answer the following 4 universal questions for every enquiry studied: 1. How were people in the past ruled? 2. How did people in the past live? 3. What did they believe? 4. How do we know about the past? (the mechanics of history). Many students should also be able to answer these questions using more precise subject-specific vocabulary than in Year 7 for example 'subjugation' instead of 'control' or 'massacre' instead of 'war'.

What should our students know by the end of Year 9?

By the end of Year 9, Stour Valley historians understand why segregation, racial intolerance, discrimination and the persecution of minorities can exist within societies and use the African American Civil Rights movement, anti-Semitism in European society from the Middle Ages and post WW2 immigration to illustrate this. Year 9 historians will be able to explain the widespread and positive contribution made by Jews in European society prior to 1933 and then describe many of the changes experienced by Jews and other minorities in Nazi Germany during the 1930s and the Holocaust. To do this they should be able to draw upon their research of first-hand testimonials of Holocaust survivors. They will also have more understanding about how historians have revised past events and may use the Conference at Wannsee as an example of this.

Year 9 historians build upon their understanding of the methods available to ordinary people to facilitate change within society (from the Y8 'People Power enquiry') with a greater understanding of the extent and range of non-violent and violent protest and a more in-depth understanding of the potential role of the media in this. They will be able to explain how different groups within American society used different methods of protest during the African American Civil Rights Movement and the some of the impact that these had. They may also be able to explain the legacy of the African American Civil Rights Movement on other groups such as the campaign for gender equality in the UK.

Year 9 historians will be able to explain why Russia looked for an alternative to the Tsarist regime and be able to explain the benefits and drawbacks of the Communist regime in the USSR under Stalin. They should be able to compare the features of Communist and capitalist societies and also explain what life can be like for ordinary people within a dictatorship. They will be able to explain the changes in relations between the USSR and the West during and after WW2 and some of the consequences and impact of the Cold War on the UK. Students will have a sound understanding of several events of WW2 to the extent that they have made an informed judgement about what they believe was the key turning point of this conflict.

Year 9 historians will be able to explain why immigration has remained a 'hot' topic for the past 1000 years citing examples from Medieval England through to asylum seekers in Europe today. They will be able to explain why countries such as Britain encouraged immigration after WW2 and the impact that this had politically, economically and culturally on British society. They will have met and had the opportunity to interview visitors to the school who have experienced what it is like to be an immigrant.

By the end of Year 9, students will understand the programme of study available to them at GCSE and further opportunities to study History post-16. They will have some understanding of how the skills they have developed as historians are sought after and transferrable within a range of professions such as journalism and law.

4. Ideas and targets for development in 2022-23

'Meanwhile elsewhere project'

We'd like to move away from conventional homework for many reasons towards a model of independent enquiry developed by students themselves.

During each enquiry, we will encourage students to find out what else was happening in the world at the same time as their enquiry in school. The idea would be to:

- a) Encourage students to pursue topics that interest them
- b) Develop a wider contextual understanding of time periods studied
- c) Practise research skills
- d) Develop enquiry questions of their own
- e) Encourage independent learning outside of the classroom environment

Some ideas could include:

Who were the real Samuri warriors?

What did Leonardo da Vinci discover from dead bodies?

What is the history behind your favourite chocolate?

Was Guy Fawkes set up?

Who were the real 'Pirates of the Caribbean'?

Why was Marie Antoinette sent to the guillotine?

The history of the Suffolk silk mills

Which of Hogarth's images do you think best reflects the impact of gin on British society?

Why did the police never catch 'Jack the Ripper'?

Why did so many Irish people emigrate to the USA?

What happened to Anastasia Romanov?

Were Concies 'brave' or 'cowards'?

How to discover the stories behind your war memorial.

What is my family's connection with WW1?

Why do Americans speak English?

Did Emily Davison really intend to die for her cause?

What is the story behind the 'Stars and Stripes' flag of the USA?

Why does the Union Jack flag appear in the flag of New Zealand?

What was life in South Africa like for young Nelson Mandela?

Was Chairman Mao good for China?

Who was responsible for the sinking of the Titanic?

What made the Ford car company so unusual?

Who were Bonnie and Clyde?

Why was Al Capone one of America's most wanted men?

Kamikaze pilots

Who was Vasily Zaitsev? (Stalingrad sniper)

Was 'Saving Private Ryan' a true story?

How on earth did the Germans fall for 'Operation Mincemeat'?

Who assassinated JFK?

Why is Bloody Sunday remembered in Northern Ireland?

Update stopgap lessons in light of recent research

Research from Brown and Banham suggests that an undue focus on preparation for GCSE examination questions in Key Stage 3 study will result in a 'lower quality curriculum' that does not develop the breadth of knowledge that students need either for examinations or to meet wider aims outlined in the national curriculum for History. With this in mind, we will review the teaching of question types in stopgap lessons and trial those ideas shown in the curriculum plan for 2022-23 such as 'the language of comparison', creating 'sitcky knowledge' for retention etc.

Pen free lessons

Develop further opportunities for greater oracy following the pandemic as a way of embedding and exploring subject specific vocabulary.

Low stakes testing

Following Donaghy's findings on increased low-stakes testing, we will seek to create more opportunities for this throughout all year groups e.g. quizzes for starter activities, online and possible non-assessed quiz competitions within friendship groups in class.

Political understanding

Explore ways in which we can create space in the curriculum to develop students' understanding of left, centre, right and far right on the political spectrum. Also to know what the current political system in the UK, liaising with the Citizenship programme in school to avoid repetition. This could include students taking a view about the voting age or use of proportional representation etc.

Breadth

Look at possible ways of increasing breadth of the curriculum by developing greater student awareness of the history of Asia and Africa at Key Stage 3.

Storytelling

Further research into how 'storytelling as a powerful vehicle for learning' and how the team might develop this further.

5. SEND students

What do we have in place to help SEND students make progress in History?

Oracy. Promoting and developing more effective use of oracy in class (see materials available). In this we include 'pen free' lessons, 'talk – write' and speaking sentence starters. Try to give as much praise and emphasis upon spoken answers as written ones.

Interim plenaries for shorter tasks to check understanding and correct misconceptions.

1 to 1 interviews throughout the year with identified students with particular needs such as Tourettes or anxiety to better understand some of the barriers to learning for them (see document in shared area). Findings shared with other staff. Findings included mood cards, allowing a student short periods of time out etc.

Improving the accessibility of information for students with weaker reading or dyslexia. For example, putting the essential information on an information sheet in bold to allow students with weaker reading to access the key points without reading the whole page. Breaking up information texts into smaller chunks and handing these to some students 1 at a time to help them feel the information is more manageable. These resources are available in every enquiry.

Staff have already identified SEND students on their seating plans and have thought about their location in class in accordance with individual student needs e.g. proximity to the board, peer as a learning buddy. Access to laptop if required for SEND student to use where appropriate. Access to e reader pens and coloured paper and overlays if thought to be beneficial.

Supporting the teaching and LSAs with more SEND appropriate resources in most lessons e.g. sentence starters, not asking SEND students to waste time writing out questions. Also including images next to key words to support understanding of new vocabulary and terms in knowledge organisers and lesson resources. See use of SEND logo throughout the KS3 History resources to make resources more easily identified by staff. Having the knowledge organisers (which contain key word spellings and images) in students' books makes this information more accessible and better for some students who find it difficult to read key words at a distance on the screen/board.

The use of clear and organised summaries in assessment across both key stages enables students with less stamina for extended writing to feel less daunted.

Improving use of LSAs in class following professional development projects with staff 2021-22 and the use of EEF recommendations.

Some of the ways in which staff help LSAs support SEND students in the History classroom include:

- Cloze procedure with a student.
- Working to embed a concept with a student(s) who have lower processing speed whilst the teacher moves the rest of the class on to another task.
- Read text for a comprehension task to students at a slower speed than the rest of the class.
- Sit with student(s) with lower working memory to help them re-read any of the information needed to complete a task well.
- Go to another area of the school to supervise a student completing an assessment.

- Reduce the dependency of some students on LSAs and help them to become more independent learners by asking the LSA to read and plan a task with them then walk away having set short time deadlines for stages of the task.
- Help check the notes of GCSE students and work with them to correct or clarify these if needed.

How do we know whether SEND students are making progress in History?

Better understanding of what students have understood in written assessments without being so dependent upon students' literary skills. The development of Knowledge and Understanding (K&U) assessments which include one-word answers and short sentences seek to enable students with lower literacy to show off their knowledge and understanding of each enquiry in KS3.

More targeted use of oracy for students to convey their understanding. This is particularly relevant to students with weaker literacy skills.

Regular student feedback in every stopgap lesson helps staff monitor all students during the year and pick up on a dip in confidence or possible barriers to learning promptly and with time to act upon the results.

Data. Staff 1 to 1 meetings to update on progress made of all students throughout the year and monitor progress and trial new approaches e.g. new behaviour strategy for a lower ability Y8 group or identify the need for catch up following extended absence.

Greater use of low stakes testing in 2022-23 will hopefully enable some SEND students to feel more confident about their own knowledge in an environment where there is less risk and less reliance upon literacy skills to do well.

6. Higher by prior attainment (HPA) students

At SVCS, we would expect a student who attains a Grade 7 or higher as having the following skills:

Written and oracy skills	Practical skills
<p>Be able to explain in great depth their own contextual knowledge as well as the source material supplied for any question.</p> <p>Be able to identify the provenance, tone and argument of all sources and use these details to analyse and evaluate the source against the question/s they are asked.</p> <p>Be able to consider a variety of causes and consequences surrounding a change, person or event in the past.</p> <p>Be able to consider the time, place, influences and key individuals in relation to an event or change and reach a supported judgement about this.</p> <p>Be able to speak or write a sustained argument. This means having a clear introduction followed by a balanced and supported explanation(s) followed by a clinching argument at the end.</p> <p>Be able to ensure that written and verbal responses directly relate back to the question being answered or idea being explored.</p>	<p>Be able to gather information and display it in a way that helps memory, retention and recall e.g. images with vocabulary, acronyms, mind mapping, flow diagrams, cause and effect charts etc.</p> <p>Be able to explain the requirements of:</p> <ul style="list-style-type: none"> a) Clear and organised summaries b) 'How far?' questions c) Message, usefulness and differences between sources d) Framing a historical enquiry and what the enquiry might help you understand about a topic e) Explain how the reliability of a source or interpretation can be measured.

How does the examinations board (OCR) define a Grade 8 student in History?

The Oxford and Cambridge Examinations Board (OCR) define a Grade 8 student in OCR History B at GCSE as being able to three things:

























1. Demonstrate relevant and comprehensive (full) knowledge, using first order concepts (the facts and terms), combined with a sophisticated understanding of key features and characteristics
2. Construct a convincing line of reasoning using second order concepts e.g. cause, change
3. Critically analyse and evaluate, to reach reasoned, substantiated judgements: a range of sources, in context, to investigate historical issues interpretations and why they may differ.

What do we have in place to ensure that HPA students make progress in History?

Introduction and trial of the 'Meanwhile elsewhere' independent research projects to replace standard homework tasks and encourage students to explore topics that are of personal interest to them outside of the classroom. Create opportunities for collaboration with other HPA students in these projects should students wish.

Create opportunities to identify and respond to areas for improvement, and in doing so to learn to embrace failure, and see getting things wrong as a process to success. This is most overtly done in stopgap lessons where students are asked to reflect on their own learning and evaluate what they have learned against some universal questions. Here we help students articulate and set their own goals and targets for their work.

Additional reading lists discussed and on student knowledge organisers (some example texts below):

READING LIST				
 <p>Catherine MacPhail - White Feather WW1 Aftermath AR Level: 4.0</p>	 <p>Hilary McKay - The Skylarks' War WW1 AR Level: 5.1</p>	 <p>Michael Morpurgo - Private Peaceful WW1 AR Level: 5.2</p>	 <p>Michael Morpurgo - Flamingo Boy WW2 AR Level: 5.8</p>	
 <p>Linda Newberry - Tilly's Promise WW1 AR Level: 4.1</p>	 <p>Sally Nicholls - All Fall Down The Black Death AR Level: 4.9</p>	 <p>Tom Palmer - D-Day Dog WW2 AR Level: 4.2</p>	 <p>Anne Perry - Tudor Rose Tudors AR Level: 4.6</p>	
 <p>Andrew Prentice - Black Arts Tudors AR Level: 4.6</p>	 <p>Celia Rees - Witch Child Witchcraft AR Level: 6.0</p>	 <p>William Ritter - Jackaby US Georgian AR Level: NONE</p>	 <p>Kevin Sands - The Blackthorn Key The Great Plague AR Level: 4.6</p>	
 <p>Kate Saunders - Five Children on the Western Front WW1 AR Level: 5.4</p>	 <p>Ruta Sepetys - Salt to the Sea WW2 AR Level: 4.5</p>	 <p>Lydia Syson - A World Between Us WW1 Aftermath/ Spanish Civil War AR Level: 4.2</p>	 <p>Sandi Toksvig - A Slice of the Moon Potato Famine AR Level: 5.1</p>	
 <p>David Williams - Grandpa's Great Escape WW2 AR Level: 5.2</p>	 <p>Jon Walter - My Name's Not Friday American Civil War AR Level: 5.1</p>	 <p>Helen Watts - The Ghost of the Trenches WW1 AR Level: 7.4</p>	 <p>Elizabeth Wein - Firebird WW2 AR Level: 5.5</p>	
 <p>Sheena Wilkinson - Star by Star WW1/ Great Flu Epidemic AR Level: 4.7</p>	 <p>Lauren Wolk - Wolf Hollow Post WW2 AR Level: 4.9</p>	 <p>Katherine Woodfine - The Mystery of the Clockwork Sparrow Edwardian AR Level: 6.6</p>	 <p>Lucy Worsley - Eliza Rose Tudors AR Level: 6.6</p>	

Plan differentiated activities and questions to extend the core learning tasks.

Actively encourage students to take risks, to play with ideas and to see failure as an inherent part of problem solving.

Provide differentiated tasks which help develop creativity and higher order thinking skills and, importantly, is not simply 'more of the same'. (See resources marked with the 'stretch' logo throughout KS3).

Created opportunities for enrichment despite the pandemic with online workshops with archaeologists and themed days in school e.g. WW1 (Y8) and Immigration Nation Day (Y9).

We are sensitive to the particular difficulties some HPA students face in relationships with their peers and the stress that can be caused by teacher and parental expectation.

Provide rigorous and constructive commentary on students' work, when and where this is appropriate.

7. Pupil Premium students

For disadvantaged students, we subsidise school visits and provide equipment in class if required.

We closely monitor the progress of all our Pupil Premium students and gain feedback from them regularly and the end of each enquiry. This feedback not only covers their subject progress but also includes how they feel about the subject and whether or not they feel happy and confident in the subject.

Cultural capital

We seek to enrich the curriculum whenever possible for all students rather than just those that can afford school visits. We capitalise on opportunities for students to see, meet and work with people outside of their own sphere of influence. We have used additional funding to ensure that all of the following visits were free of charge for students.

Where can this be seen?

Year 7: Archaeology digs in Clare Castle Country Park

Year 8: WW1 themed day in school with workshops using external historians/actors

Year 9: Immigration Nation Day March 2022: 4 speakers ran workshops exploring their own direct experiences of immigration with Year 9

Years 10 and 11: Site visit to USAAF Lavenham for all GCSE students.

How successful is the curriculum in your subject? How do you know?

1. High uptake at GCSE
2. Feedback from all Key Stage 3 students at the end of every enquiry
3. Progress made at KS3
4. GCSE results in relation to FFTD 50
5. Year 11 exit questionnaire
6. Uptake of students taking History post 16