

History Curriculum Intent

An understanding of History is an understanding of the present day and the ability to participate in all aspects of life and society. At Trinity Academy Leeds, the curriculum builds Historians who are inquisitive, knowledgeable, analytical and confident and who view the past through our Core Values of Honesty, Empathy, Respect and Responsibility. The History Curriculum at TAL is tailored to the unique context of our school, taking into consideration the diverse make-up of our student body alongside the importance of a focus on local History and an understanding of how national and international events have shaped modern-day Leeds. This achieved through a carefully crafted arc of knowledge, which begins chronologically and allows students to form an explicit knowledge of British History, then returns back to allow students to further embed and deepen their familiarity of key periods, significant themes and salient case studies of key individuals and events.

History at TAL ensures that students have the knowledge, skills and understanding to engage in historical debate on a national and international level. This is embedded through the academy specialism of Voice; History allows students to examine interpretations of the past and analytically express themselves through verbal and written debate. A knowledge-rich curriculum teaches students to form arguments and develop their ability to think critically, using specific contextual knowledge with succinct and watertight explanation and analysis. Delivered by expert and enthusiastic subject-specialists who bring untold value to the curriculum content, students explore the diverse experiences of those in the past and form complex arguments and analyses based on solid contextual knowledge, deep source analysis and higher-level thinking all fortified by the National Curriculum. In History, and across the Humanities, behaviour for learning is exceptional, in large part due to a dedication to Culture 20, which supports fantastic teaching and learning, and allows all students to engage equally with challenging content. Literacy is central to this approach; the ability to read and interpret sources as well as write fluently and persuasively are subjects-specific skills which are nurtured and grown through literacy strategies employed throughout the department: A focus on academic language and the explicit teaching of this, the insistence on full-sentence answers, marking for literacy are among the strategies used to embed a culture of literacy mastery.

History is not only a priority within the classroom, but also in TAL's co-curricular offer; Involve offers a growing Classics Club, while Book Club also provides the opportunity for students to actively develop their knowledge on the historical context of the chosen novels. All students engage with historical content through Empower Careers Pathways; visiting and engaging with notable local historical sites, including the original Victorian structure of Leeds Train Station, Leeds City Museum, Leeds Art Gallery and Leeds Heritage Theatres. As Humanities leads on the academy's essay-writing competitions, students are challenged to put their knowledge to the test by providing their own narrative and analysis in relation to key historical questions. Our knowledge-rich curriculum is supported by students' home learning and the use of Knowledge Organisers. All students are issued with a Knowledge Organiser which includes key academic language and concepts. Students learn these independently at home, then are tested as a whole year-group in the daily 'Recall' sessions, of which one per week is dedicated to Humanities.

In History, students are supported to Reach Higher through inspirational and passionate teaching, a rigorous pedagogical approach founded in Rosenshine’s Principals and a robust assessment framework (see below). Everyone Sees Further as knowledge of the past allows students to critically analyse present events through an established framework, and to practice this in a low-risk classroom environment where a culture of error is well-established. Additionally, regardless of prior attainment, all students engage with the same programme of study, which is taught through the same booklets; teachers differentiate to stretch and challenge all students through delivery and supplementary resources where appropriate. At Trinity Academy Leeds, all Historians Shine Brighter as they study the past through the lens of our Core Values, gain confidence in their assertions and their ability to make a judgement on a situation, using their knowledge and grasp of key historical concepts to underpin their assertions.

History Phase One Curriculum

The history curriculum equips students with a strong command of explicit knowledge on British history and embeds an appreciation for our rich and varied heritage. Chronologically, students gain fluency on how the people of Britain have shaped this nation and the impact of Britain’s role in the wider world. This is in line with the national curriculum that also has a clear focus on the wider world. This process will also enable them to apply second order concepts (these include continuity, change, cause, consequence, significance, similarity and difference) to demonstrate critical thinking and reasoning skills that will allow our students to be culturally aware.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Anglo-Saxon England	Norman Conquest of England	Normal Control of England	Life in the Medieval Period	The Tudors	English Civil War
Year 8	French Revolution	Industrial Revolution	Slavery	First World War	Russia in Revolution	Weimar Germand
Year 9	Hitler’s Germany	Events of World War Two	Events of World War Two	Civil Rights in American and Britain 1950-1980	Cold War	Holocaust