

Subject Intent:

The history curriculum at Castle Mead Academy sets out to promote both ‘Discipline and Discovery’, as advocated by Ben Walsh. It exists, within the wider Castle Mead curriculum, to; enlighten our young people to the stories of the past, develop a love of learning these stories and establish, through a unifying, local lens, a shared appreciation of our island’s journey as well as promoting the history of the wider world. Additionally, and most importantly, it equips scholars with powerful knowledge of our past, telling both the well-told and underrepresented stories of our history. History at CMA strives to allow all our scholars to engage in the discourse and practices of educated people, so that they can gain the powers of the powerful.

The entire curriculum is be underpinned by Four Questions which we shall return to regularly to provide cohesion: **three discovery of knowledge and one disciplinary:**

1. **How were people ruled during this period?** (monarchy / parliamentary democracy etc)
2. **How did people live during this period?** (jobs, social etc)
3. **What did people believe during this period?** (religion / politics etc)
4. **How do we know about this period / topic?** (The mechanics of History)

Implementation:

This intent is achieved via a curriculum which:

- builds a secure schema of disciplinary knowledge (first order, substantive, concepts) including parliament, monarchy and democracy which thread through the curriculum so that they become what Christine Counsell refers to as ‘residual knowledge’, a permanent reservoir which will provide a context for studies across time (and across academic years).
- provides a curriculum that develops young historians, by interleaving not only subject knowledge but also second order concepts, so that identifying causation, change and continuity, and engaging with the process of historical enquiry and historian’s interpretations become established, learned processes, which become more challenging throughout the five years of the curriculum.
- models the process of scholarly historical enquiry so that both source enquiry and evaluation of historian’s interpretations shall be embedded throughout.
- presents content not as one master narrative but rather the exploration of constructed pasts, both British and International, for that is history.
- weaves a golden thread of “local history”, including site visits that develop cultural capital, that builds cohesion across the Castle Mead population and unifies us around our shared heritage of Leicester City.
- avoids relying on History’s ‘Usual Suspects’ and presents, where possible, a diverse range of voices from history and challenges ‘populist narratives’.

History topics are taught via a series of **short, focussed enquiry questions**, designed to retain focus and our students’ attention over 5 or 6 weeks. They are conceptually based around the ‘Big Questions’ academic historians engage in eg; “How should King John be remembered?” rather than “what were the causes of the Magna Carta?”

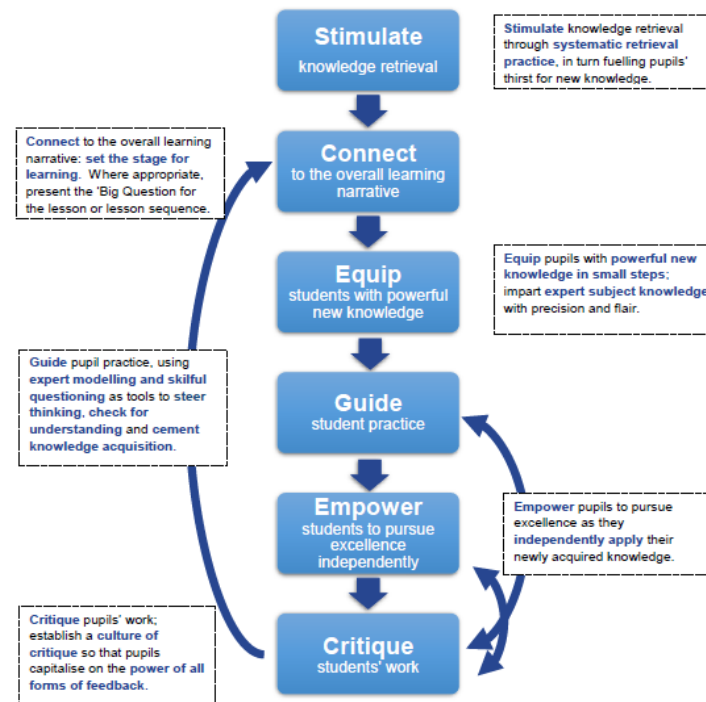
Individual lessons and series of lessons will be constructed in line with the Castle Mead Teaching and Learning Policy.

To support this, History Lessons will:

- Include opportunities for Retrieval Practice modelled on the work of **Kate Jones**
- Be clearly presented, to avoid cognitive overload and promote retention, in line with the suggestions of **Oliver Caviglioli** and **Daniel Willingham**
- Include opportunities for **dual coding**, as proposed by **Oliver Caviglioli**
- Provide a clearly narrated **story of the past**, alongside opportunities for **modelled scholarship** and **historical writing**, advocated by **Dan Warner-Meanwell**:

Big Question: What was the impact of the Roman's on British society?		
<p>Story</p> <p>Create a title for each paragraph.</p> <p>This text explains what it is that historians do and how they tell the story of the past.</p> <p>Summarise in 1 or 2 bullet points.</p>		
<p>Source</p> <p>A A photograph of the skull of Ivory Bangle Lady, who was discovered in 1901. Scientific tests carried out on her skeleton suggest she lived in Roman York.</p> <p>Scientific tests in 2009 on her skull suggest that she was a mixed race woman of North African descent. She, or her parents, had come from North Africa.</p> <p>She was also found with a number of luxury grave goods e.g. silver and bronze lockets, earrings and bracelets – on made of African ivory. These suggest she was a woman of high social status.</p> <p>B This is a facial reconstruction of a skull found in the south of England. Beachy Head lady lived around 125-245 AD and is of African descent. Tests also show she had a good diet which suggests she didn't live life in a lowly position or as a slave.</p> <p>C A dedication to the God Jupiter by Roman soldiers of the 'Aurelian Moors' unit. The word 'Moors' tells us that these soldiers were from Northern Africa and guarded the western end of Hadrian's Wall between 253 and 258 AD.</p> <p>Scholarship</p> <p>Dr Miles Russell in a podcast for BBC History magazine in 2020 The Romans weren't very successful in the grand scheme of things – at the end of Roman Britain things are pretty much the same as at the beginning... You've got small tribal elites, you've got people fighting one another, you've got a disconnected and broken down society. None of the Roman traditions, laws or language actually survives.</p>		
<p>Activity 1</p> <p>Read through the Story of Roman Britain. For each paragraph, you need to create a 'title' on one side, and a short summary (two bullet points maximum) on the other.</p>	<p>Activity 2</p> <p>Look at sources A, B and C. In your book;</p> <ol style="list-style-type: none"> (I Do) How does the evidence suggest that Roman Britain was multicultural? (WE Do) How does this evidence support the BBC interpretation of African-Roman soldiers in Britain, which you saw in the film clip? (YOU Do) How does the evidence challenge the idea that immigrants were of low status, male and likely to be slaves? 	<p>Activity 3</p> <p>Read through Dr Miles Russell's scholarship about the legacy of the Romans on Britain</p> <p>In your book, answer the question, 'What impact does Dr Russell think the Roman's had on Britain?'</p>

Invigorating Instruction
Lessons characterised by rigour, depth, drive and clarity of purpose



The **'Story, Sources, Scholarship'** model enables students develop their understanding of the discipline of being an historian through engaging with a clear narrative overview of events, relevant primary sources, and the views of eminent historians. It is, therefore, a curriculum with 'scholarship at its heart'. This model combines ideas shared by @SPBeale and @mrfitzhist and is underpinned by research (see Teaching History - TH)

- In *TH99 Riley* suggests that a single enquiry question driving pupil's work with a collection of sources models the unfolding process of evidential reasoning.
- *'What's the wisdom on evidence and Sources?' in TH176* explains the importance of giving students opportunities to examine carefully curated collections of sources, ensuring that they have a clear contextual narrative within which to place them.
- Further research can be found in; *'What's the wisdom on interpretations of the past?' (TH177) Reisman; 'Teaching students to think like historians'.*
- *Foster (TH142) 'Passive receivers or constructive readers?'*

Furthermore the 'Story / Source / Scholarship' approach incorporates **'Guided Reading'** as part of the 'Story' element. Guided Reading is an approach to reading that scaffolds pupils' thinking in how they analyse a body of text. It also helps with note taking from a piece of text.

Research to support this approach can be found in;

- *Chang & Ku (2014) have shown that note taking from reading improves student learning. It also shows that note taking requires effort and encoding which stores the information more firmly in long term memory.*
- *Boyle (2013) shows that getting trained in specific note taking strategies can significantly improve the quality of notes and the amount of material remembered later.*
- *Reynolds (2016) shows that adding a skeleton framework for notes greatly increases engagement with note taking and the quality of notes overall.*

Further Reading

- *Jenner, Making Reading Routine, TH174*
- *Cornell University, The Cornell Note Taking System*
- *Jennifer Gonzalez, Note taking: A Research Roundup*

Impact:

Key Stage 3 Endpoint:

Scholars at CMA will:

- have secure, 'powerful' substantive knowledge, in order to be able to engage with further study and the wider world
- engage with interpretations from academic historians that will allow them to grapple with these constructed pasts
- develop as young historians
- be ready, willing and able to pit historians against each other!
- be able to question the world around them and *engage in the discourse and practices of educated people . . . having gained the powers of the powerful!*

KS3:

	Year 7	Year 8	Year 9
Cycle 1	<p>Enquiry One: Were England's "Dark Ages" really that dark?</p> <p><i>0. What does it mean to be an historian?</i></p> <ol style="list-style-type: none"> <i>1. What happened when the Romans invaded Britain?</i> <i>2. What was the impact of the Romans on British society?</i> <i>3. How dark really were the 'dark ages'?</i> <i>4. To what extent was the Anglo Saxon Age 600 years of chaos?</i> 	<p>Enquiry One: Is Professor David Starkey right that Henry VIII 'stands in the middle of English history'?</p> <ol style="list-style-type: none"> <i>1. How did Henry Tudor establish the Tudor dynasty?</i> <i>2. How prepared was Henry VIII to become a great King?</i> <i>3. Why did the Catholic Church lose its dominance in Tudor England?</i> <i>4. How did Henry take control of the Church in England?</i> <i>5. How did Henry VIII's action against the Catholic Church impact England?</i> <i>6. How successful a king was Henry VIII?</i> 	<p>Enquiry One: How far would we recognise life in Leicester by 1914?</p> <ol style="list-style-type: none"> <i>1. What was it like to live in Leicester during the industrial revolution?</i> <i>2. What is the significance of the buildings at Friar's Mill?</i> <i>3. Was the C19th just a time of 'dark satanic mills'?</i> <i>4. How did towns like Leicester clean up their act in the C19th?</i> <i>5. How does Hallie Rubenhold's 'The Five' alter our interpretation of Victorian women?</i> <i>6. How far was Britain changing by the early 1900s?</i>
Cycle 1	<p>Enquiry Two: To what extent do we agree with Simon Schama that the Normans brought a 'truckload of trouble' to England in 1066?</p> <ol style="list-style-type: none"> <i>1. Why was there a succession crisis in 1066?</i> <i>2. How useful is the Bayeux Tapestry as evidence of the Battle of Hastings?</i> <i>3. How did William secure his position as king?</i> <i>4. To what extent did the Norman conquest change England?</i> 	<p>Enquiry Two: Was CS Lewis right to describe Elizabethan England as a 'Golden Age'?</p> <ol style="list-style-type: none"> <i>1. How far did Elizabeth I usher in a 'golden age' of religious calm?</i> <i>2. Did the Ottoman Empire save Elizabeth I's England?</i> <i>3. How diverse was society in Tudor England?</i> <i>4. Did the Poor get poorer in Elizabethan England?</i> <i>5. Who benefitted most from the Elizabethan 'Golden Age'?</i> <i>6. To what extent are Elizabethan portraits just propaganda?</i> 	<p>Enquiry Two: How far did women's rights progress in the early C20th?</p> <ol style="list-style-type: none"> <i>1. To what extent were Victorian women 'Angels in the House'?</i> <i>2. How effective were non-militant methods in gaining women the vote?</i> <i>3. Is Fern Riddell right to describe the Suffragettes as Terrorists?</i> <i>4. Why does a statue of a working-class boot maker stand in Leicester Market?</i> <i>5. To what extent did attitudes towards women change in the C20th?</i>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cycle 2</p>	<p>Enquiry Three: Is John D Clare right to perpetuate the belief that Medieval Life was "nasty, brutal and short"?</p> <ol style="list-style-type: none"> 1. What was life like for Peasants in a Medieval Village? 2. What were medieval villagers homes like? 3. How important was the Church in Medieval times? 4. What did 'fun' look like in the Middle Ages? 5. How fair was justice in the Middle Ages? 6. What was life like for women in medieval times? 7. Who healed the sick in Medieval England? 	<p>Enquiry Three: How did the English Civil War leave its mark on Leicester?</p> <ol style="list-style-type: none"> 1. What was the legacy of James I? 2. Why did England turn itself upside down in C17th? 3. What happened when the Royalists laid siege to Leicester? 4. What impact did the New Model Army have on the Civil War? 5. Who was the man who banned Christmas? 6. Why was the monarchy restored in 1660? 	<p>Enquiry Three: What made World War One the First <u>World's</u> War?</p> <ol style="list-style-type: none"> 1. Why did the WORLD go to War in 1914? 2. Why did men sign up in 1914? 3. To what extent was Haig the 'Butcher of the Somme'? 4. Why does David Olusoga call it the 'World's War'? 5. Why did the United States of America enter the War in 1917? 6. What was the impact of WWI on those left at home? 7. How did countries try to avoid any more wars?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cycle 3</p>	<p>Enquiry Four: How absolute was English Medieval Monarchy?</p> <ol style="list-style-type: none"> 1. Should Queen Matilda be better remembered? 2. Should Henry II be remembered as more than the king who killed Becket? 3. Was Eleanor of Aquitaine the most powerful Medieval Queen? 4. Does Richard I deserve the title 'The Lionheart'? 5. Does John deserve such a negative interpretation? 6. Where did our Parliament come from? 	<p>Enquiry Four: With what evidence can we challenge Hugh Trevor-Roper's assertion that "Africa had no history prior to European exploration and colonisation"?</p> <ol style="list-style-type: none"> 1. Was Medieval Western Africa a kingdom of 'monstrous races'? 2. What was the impact of the arrival of the Portuguese on the Kingdom of Kongo? 3. Why are the Benin Bronzes in the British Museum? 4. How did a golden stool unite the Asante kingdom? 	<p>Enquiry Four: Was World War II Leicester's 'finest hour'?</p> <ol style="list-style-type: none"> 1. Why did the world go to war <u>again</u>? 2. How should we remember the early stages of WWII? 3. What was the impact of World War II at home? 4. What was the impact of the 'Leicester Blitz'? 5. Why don't we pay to see a doctor? 6. What happened to the British Empire?

Cycle 3	<p>Enquiry Five: <i>Why was a Medieval king buried under a Leicester Car Park?</i></p> <ol style="list-style-type: none"> 1. <i>Why did the Wars of the Roses break out?</i> 2. <i>What happened to the 'Princes in the Tower'?</i> 3. <i>How did Henry Tudor become king of England?</i> 	<p>Enquiry Five: <i>What can we learn from "the painful part of history" that was the Transatlantic Slave Trade?</i></p> <ol style="list-style-type: none"> 1. <i>What impact did the slave trade have on Africa?</i> 2. <i>What impact did life on the Plantations have on enslaved Africans?</i> 3. <i>What was the contribution of European abolitionists to the end of the Transatlantic slave trade?</i> 	<p>Enquiry Five: <i>How and why did the Holocaust happen?</i></p> <ol style="list-style-type: none"> 1. <i>Why have Jewish people faced prejudice throughout History?</i> 2. <i>What was life like for Jews living in Nazi Germany?</i> 3. <i>What can we learn from Barney's toy?</i>
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