




1. What do historians do at Crestwood School?









The collective noun for a group of historians is an 'argumentation'.

History is the academic study of **the past**. Someone who studies the past is called a historian. Historians are like detectives in that they critically evaluate **evidence** found in **sources** to help them answer a question. This is called the **enquiry process**. History is said to be constructed because all historians have to build their arguments by selecting evidence from the available sources.

Historians' views are called **interpretations**. Historians present their views in the form of an **argument**. History is said to be contested because historians often reach different interpretations about the same subject. They reach different interpretations because they select different evidence and they have different **biases** and **prejudices**. Historians try to be as **objective** as they can but we all have opinions, so it's impossible to be entirely without bias or prejudice. Historians look at the past through one of six **lenses**. The lense a historian uses determines the type of enquiry question they ask.

The six lenses are: 

-  **Significance** - looks at why an event was important
-  **Causation** - looks at why an event happened
-  **Consequence** - looks at the impact an event had
-  **Change & Continuity** - looks at how much change occurred over time
-  **Similarity & Difference** - looks at diversity at a particular time and place
-  **Perspectives** - looks at the different views held about a topic

Key Terms	
The Past	Events that occurred before the present
Evidence	Information that supports a particular view
Sources	The origin of a piece of evidence. Usually a written document
Enquiry process	Approach to learning based on the critical evaluation of evidence
Argument	A view justified by reason(s) and supported by evidence
Bias	To favour someone or something
Prejudice	To oppose someone or something
Objective	The absence of bias or prejudice
Interpretations	Historians' views of the past
Lenses	Approaches to investigating the past

Crestwood School History; Our vision for the History curriculum

Intent

The Crestwood History curriculum helps to explain the world as it is by exploring the world as it was, in an intriguing and ambitious way.

Understanding is developed around a spine of British History. Enquiries explore global, continental or local scales, emphasising the complexity of the past and the constructed, contested nature of History. To this end, pupils develop their disciplinary thinking, exploring the past from multiple perspectives and viewpoints. We strive to make our curriculum representative of the past's inhabitants, aiming to understand the broadest possible picture and the details that illuminate it. In the limited time that we have available, these threads are combined and chronologically sequenced to craft a rich, broad and structured understanding of the past for every pupil. We aim to be a leading department in the school by delivering a diverse and well-sequenced curriculum which prompts curiosity and a passion for history from our students. We are beginning to introduce challenging scholarship and sources to set high expectations of our students but also to teach them about the process of history (as a verb).

Perhaps most importantly, our curriculum aims to produce 'citizen historians' by helping change how our young people understand themselves, the world around them and their own place within it.

Undoubtedly, increasing pupils' historical knowledge, curiosity, critical thinking and communication skills are all key functions of our curriculum. Increased knowledge of the past helps to inform the identity of our young people; this curriculum will both give them confidence to build strong arguments of their own and flexibility to incorporate new perspectives into their thinking. Through these skills, they are prepared for further study of history but also for life and a wide variety of careers.

Implementation

KS 3

Our main feeder schools all have different History curriculums. Some study some NC units in depth, others as part of a topic approach. We do utilise the knowledge that some pupils bring with them to aid the others in their understanding. All students are taught the same curriculum, regardless of their special educational needs or disabilities, social disadvantage or academic ability. Our KS3 history curriculum begins with a thematic study of toilets through time. This allows our students to develop or strengthen their knowledge of chronology, historical periods and develop their disciplinary skills through the use of the primary and secondary sources of information in forming their own interpretations of the past. Understanding the processes of continuity, progression, regression and change enables students to appreciate the past, not as a homogenous whole, nor indeed as a series of events, but as a complex flow of currents and counter-currents. It helps students to appreciate the complexity of the past. Our curriculum is largely based on the theme of 'how were ordinary people affected by...'. Through our study of The Norman Conquest we look at how changes in government and monarchy affected ordinary people and the rich and powerful. This theme continues into the Tudor period as we study the impact that government and monarchy, religion and poverty had on the lives of the rich and powerful and ordinary people. In the units on the votes for women campaigns and the slave trade and its abolition, we look at how ordinary people became increasingly involved in politics and in changing the rules and attitudes of the country. We look at the impact this had and how people started to present their views to those in power. We also approach World War One by studying the experiences of ordinary people fighting on the Western Front as well as women on the 'home front' and its effect on women's suffrage. The Unit on World War Two focusses on the impact that the Nazi government had on ordinary German people, as well as the experiences of people fighting in the War. This theme is revisited in the Holocaust Unit. Students explore the experiences of perpetrators and victims and form their own interpretations on why it was allowed to happen and who was to blame. Finally, in Year 9, we study a unit on Russia and America to understand how and why different systems of government came to matter so much as to cause the Cold War. The unit also helps to explain the world as it e.g. the conflicts in the Ukraine, tensions with North Korea and China and Taiwan, by exploring the world as it was.

Local History

Local history is also incredibly important to us in order to allow students to understand their immediate surroundings and how history affects what we see in the Kingswinford area today. This is, therefore, woven throughout our

curriculum as opposed to a standalone unit because we want students to see that the area changed over time and reflects some of the major developments of the country and wider world e.g.

- Norman England: The Domesday survey of Kings Swine Ford, Bromley and Dudley, Dudley castle.
- Trans-Atlantic Slave Trade: The supply of chains and guns from local factories
- Industrial Revolution. Occupations in the Kingswinford area, Standhills Colliery, The Stourbridge Union Workhouse

KS 4

In KS4, we have selected four units from AQA. Students will study a broad sweep of medical history from medieval Britain to the present day for their **Thematic study**; Britain: Health and the People c1250 to the present. Students will engage in a **British depth study** focusing on some of the key individuals, events and situations that helped to shape Norman England 1066-1100. With the **Wider World Period study**, students have the chance to study the ideologies and political developments that have shaped the world we live in today as a result of the Conflict and Tension 1945-1972 caused by the Cold War. Students will also learn about another nation's **history in depth** America: 1840 – 1890. Our aim is to cover the substantive knowledge and substantive concepts set out in the specification and develop the disciplinary knowledge and exam techniques which are necessary to be successful in the GCSE examinations. These units build on some of the substantive knowledge from KS3 to ensure that our limited lesson time across the five years is maximised with the broadest range of history but also allows students to build on prior knowledge each year.

Assessment and Progress

In KS3 there are 3 summative assessment points throughout the year. In Ks 4 Year 10 students complete end of unit assessments and an end of year formal examination. Year 11 students complete mock exams in November and March as well as end of unit assessments.

Our ambition that students know more, is regularly assessed through low stakes knowledge retrieval tasks and cold calling. Students use this knowledge to develop their disciplinary knowledge so they are able 'do more'. Lessons are focussed on answering enquiry questions which cover the 5 lenses. Students use their knowledge to

- Analyse, interrogate and make inference from historical sources of information
- Use the information gained from the sources to construct their own interpretations (in the form of an argument)
- Engage (when possible) with interpretations from academic historians

Links with the wider Crestwood Curriculum

Our curriculum is linked to the:

- Art curriculum. Year 8 art project on the industrial revolution. This is studied alongside our industrial revolution unit the Autumn Term.
- Computing: The interrogation of databases e.g. The 1881 census of the residents of the Stourbridge Union Workhouse.
- Drama: Black History month
- English curriculum. Connectives, writing to inform and persuade. WW1 poets. Slave trade
- Geography curriculum: Ordinance survey maps, the use of keys and grid references, migration and immigration, push pull factors.
- Maths: Population statistics, graphs and percentages.
- Science: Germs and microbes, The work of William Harvey, Edward Jenner, Louis Pasteur, Robert Koch, Paul Ehrlich, Alexander Fleming, Florey and Chain.
- RE curriculum: Prejudice and discrimination case studies Anne Frank and Rosa Parkes
- PHSE and SMSC curriculum - explicitly through our studies of prejudice and discrimination, the holocaust, radicalisation, extremism, genocide and ideas about protest and political activism.

The Cultural Capital of History

History is an excellent conduit for cultural capital and we are keen to provide opportunities for learning outside the classroom. We aim to deliver a wide and diverse curriculum that encourages students to celebrate culture and great achievements (both within the UK and in the wider world) but also to challenge their thinking in terms of accepting rosy narratives of the past. We want students to be critical and address interpretations of the past with a keen eye for supporting evidence and understanding of the complexity of issues. Local history elements provide students with an understanding of their home area and county and they are encouraged to visit these places. Our planned trips to the Western Front and Auschwitz had to be cancelled due to COVID 19. As well as a field visit to the site of the Standhills Colliery and Stourbridge Extension Canal, we will be visiting the Black Country Museum in the Summer Term for all students in Year 7 to support Local industrial revolution topic and Art project in the Autumn term of Year 8. Whole school assemblies are organised by the department to support Armistice week, Holocaust Memorial Day and Black History Month.

Enhancing Literacy

Literacy and vocabulary are a central part of history. Students are expected to learn to read, talk and write like an historian. Staff model appropriate language and terminology and students are challenged to use this in verbal and written answers. Key vocabulary is identified on the scheme of work and presentations and is explicitly taught in lessons. Extended writing and speaking and listening tasks are used regularly to enhance students' communication skills. Visualisers are used to support students in writing like an expert using the I do, we do and you do approach. Each classroom has a display which aims to support students to use ambitious language in their writing.

CPD in the Department

It is often assumed that history does not change because it is in the past and one cannot change the past. However, the important thing to consider is that interpretations of the past are constantly changing. We consider subject-specific CPD and development of subject knowledge to be of high importance. Our department is committed to keeping up with current scholarship on a wide range of topics and effectively incorporate this into our teaching. We also stay abreast of wider pedagogical research and use this to inform our practice. Teachers stay on top of recent research and discussions within the wider history teaching community and feed these into regular reviews of our teaching practice and planning. We regularly share good practice and innovative techniques with colleagues across the school and have contributed to both whole school CPD and INSET and at Invictus Trust Network meetings. Similarly, we value ideas from school wide and Invictus Trust INSET and discuss them in our department meetings to feed into our teaching in order to ensure maximum progress for our history students e.g. GRIT. We have also engaged with external CPD through online courses with The National College such as Retrieval practice, Dual Coding and Metacognition and embedded these elements within the delivery of our curriculum. These cognitive science strategies help students retain and recall knowledge to allow future learning.

Careers Development

Students often assume that the only history job is to be an historian. We are keen to point out that this is not the case, without neglecting to demonstrate that being an historian is a worthwhile career. We aim to give students access to the work of a variety of diverse historians and teach explicitly about the process of "doing history". As part of the whole school careers programme, we also inform students about the use of history skills in a range of jobs including police work, teaching, law, archiving, the film and TV industry including broadcast journalism, politics and care work. We frequently highlight how the skills learned in history can be applied to a wide range of careers.

Impact

History is a popular options choice with 3 option groups in both Year 10 and 11. Attainment and Progress 8 in History has improved. In 2019 progress 8 was -0.92 in 2022 it was -0.23.

HISTORY LEARNING JOURNEY

Current Year 7

