



SHIRELAND
COLLEGIATE ACADEMY TRUST



L4L Coverage Map: History

History

- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Department for Education: History programmes of study: key stage 3 National curriculum in England 2013



Competencies linked to the National Curriculum

The national curriculum for history aims to ensure that all pupils:		
Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	SE.HS.01: Structuring, organising and deploying historical knowledge, using historical vocabulary	
Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.		
Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.		
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends.	SE.HS.02: Making historical connections (change and continuity, cause and consequence, significance /importance, similarity and difference)	
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	SE.HS.03: Using historical sources	SE.HS.04: Using historical interpretations
Frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	SE.HS.05 Writing historical arguments	



Where does History appear in L4L themes?

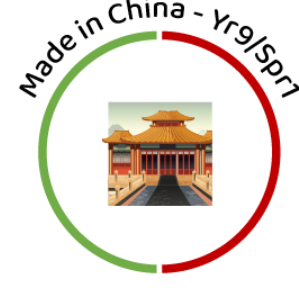
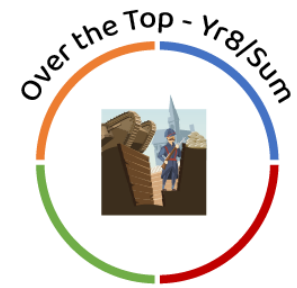
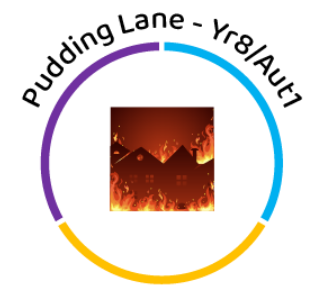
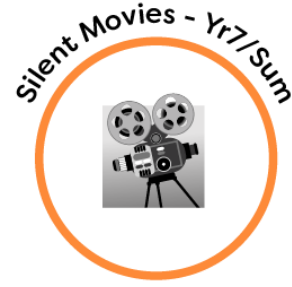
Historical Knowledge

Making historical connections

Using historical sources

Using historical interpretations

Writing historical arguments



This heat map demonstrates the distribution of History competencies across Key Stage 3.



Competencies within individual lessons

Structuring, organising and deploying historical knowledge, using historical vocabulary

In Days of Old	When were the Middle Ages and what happened during them? The Feudal System The murder of Thomas Beckett The Hundred Years' War
Off With Your Head*	What do we know about the Tudors and Stuarts? Stuarts abroad – Colonisation
Pudding Lane	Early Modern Britain
Freedom	Why do we remember the British Empire?
Over the Top*	Causes of the First World War Life in the trenches
Tragedy	World War II: Axis Advances 1939-40 The beginnings of the Holocaust: Ghettos
Made in China	History of China
America*	First Americans

Making historical connections (change and continuity, cause and consequence, significance / importance, similarity and difference)

In Days of Old	The Norman Conquest Castles and sieges Magna Carta The Black Death: Catastrophe or opportunity The Peasants' Revolt 1381
Silent Movies	Life in early 20th Century USA
Off With Your Head*	Who were the Tudors and Stuarts? Tudor Queens Tudor and Stuart government Execution of a King The Restoration of the Monarchy
Pudding Lane	The Great Fire of London
Coming and Going	History of Migration Case Study – Syria
India	Who were the Mughals and what did they achieve? Why did the British want to control India? How significant was Gandhi in India becoming independent?
Freedom	Abolition of Slavery in the UK A never-ending story – American Civil Rights Suffragists and Suffragettes Modern Day Slavery
Please Sir	Key figures of the Industrial Revolution Victorian inventions and their influence
Over the Top*	Causes of the First World War The Home Front
Whose Earth is it Anyway	The scramble for Africa
Tragedy	World War II: Turning the tide 1941-43 Mass killings and the Final Solution
America*	First Americans 9/11 and its legacy
Britain*	Cold War and Britain

Competencies within individual lessons

Using historical sources	Journey to the Centre of the Earth	Pompeii Evidence
	In Days of Old	The Bayeux Tapestry The Crusades
	Off With Your Head*	Stuarts abroad – Colonisation
	Pudding Lane	The Great Plague
	India	What was life like under the British Raj?
	Freedom	Slavery comes to the Americas
	Over the Top*	Sign Up! Christmas Truce Walter Tull
	Tragedy	The Rise of The Nazis
	America*	Settlements of the West
	Britain*	History of Ireland History of the Middle East

Using historical interpretations	Journey to the Centre of the Earth	Pompeii Evidence
	In Days of Old	The Crusades King John
	Journeys	Medieval Pilgrimage
	Off With Your Head*	Tudors Abroad – Exploration Oliver Cromwell: Hero or Villain
	India	Why did the British want to control India? What was life like under the British Raj?
	Over the Top	Walter Tull Peace at Last
	Tragedy	Perpetrators and responsibility
	America	Settlements of the West
	Britain*	History of Ireland History of the Middle East

Writing historical arguments	Off With Your Head*	Tudor Kings Oliver Cromwell: Hero or Villain
	India	Who were the Mughals and what did they achieve?
	Da Vinci	Big Write - The Resurrection
	Please Sir	Introduction to the Industrial Revolution
	Over the Top	Peace at Last
	Tragedy	World War II: Moral dilemmas in wartime Antisemitism through time Perpetrators and responsibility
	Made in China	History of China
	Britain*	Cold War and Britain



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