



CURRICULUM INTENT




HISTORY



Our History curriculum aims to cultivate a deep understanding and appreciation of the past, enabling students to develop a critical and analytical approach to the world around them. Through the study of history, students will explore key events, figures, and societies, gaining insights into the complex factors that have shaped our present. The curriculum aims to foster historical empathy, encouraging students to consider diverse perspectives and recognise the impact of different cultures and civilisations. By examining primary and secondary sources, students will develop essential research and critical thinking skills, enabling them to engage in informed discussions, challenge assumptions, and make connections between the past and the present. The history curriculum seeks to nurture well-rounded global citizens who can navigate the complexities of the world with a rich historical consciousness.




CURRICULUM INTENT OVERVIEW

 <p>HEAD KNOWLEDGE-RICH</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Study key historical people and events that are local, national and international so that they can understand how society has been shaped overtime in different countries. • Study time periods of: Anglo-Saxon, Medieval, Tudor & Stuart, Industrial Britain and Modern to present day. They are to be taught in a chronological approach as this allows pupils to experience similar themes being repeated throughout the past and how they changed over time to shape the society we live in today. • Throughout the curriculum study lessons that are based on themes around diversity such as gender, ethnicity and religion which will help then to orientate the world in which they live. These themes are repeated throughout most of the topics and time periods which are studied across all key stages. • Will be taught to think and act like Historians by applying the historical concepts of cause and consequence; change and continuity; similarity and difference; significance; sources and evidence and interpretations so that they can write informed answers to historical enquiries. • Be able to identify the core knowledge that underpins each topic, this will help pupils to access the historical courses more effectively.
 <p>HEART FAITH, LOVE AND RESPECT</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Study topics such as The Holocaust and the Transatlantic slave trade to allow pupils to gain an understanding as to how people have been exploited and marginalised in the past, and why these events should never happen again in society. • From key historical events, pupils will be taught the five key British values democracy, the rule of law, individual liberty, mutual respect and tolerance. They will then be able to make a judgement as to why past societies decided to ignore these key values and why they should not be ignored today. • Analyse and evaluate past events, such as The Windrush, individuals and societies, pupils will be able to create an understanding of how society evolves over time and that virtues such as empathy, respect, forgiveness and honesty can create a better society in which we all can live in. • Study History pupils will be able to become better decision makers and to make better judgements about issues that affect daily life. • Understand that their history teachers have very high ambitions for their knowledge and learning, and that this means they have high expectations of their attention, completion of homework and engagement in class tasks.
 <p>HANDS APPLICATION OF KNOWLEDGE</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to develop a confident manner in debating historical events and the impact they have on society, this will be achieved by a variety of methods such as retrieval activities, writing extended answers to key questions and in relation to historical sources and interpretations. • Will be able to challenge accepted views about historical events and significant people, therefore, pupils will access conflicting interpretations so that they can create their own perspective. • Will be able to create judgements that are based on factual evidence that is contemporary to the period and from historians' views, as such they will be taught to access evidence so that they can make informed decisions. • The types of jobs which History can prepare pupils for are those that are centred around analysis and assessment of information, writing detailed information in an objective manner such as reports. Therefore, occupations that a study of history can prepare students for are careers in law, civil service, teaching, archivist, researcher and many more.



CURRICULUM TO CLASSROOM

 HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	<p>At key stage 3 knowledge booklets are being, or have been, produced for each topic this will then allow pupils easier access to the whole of the curriculum. The booklets are being sequenced in chronological order in which the topics are being taught e.g. year 7 will start from the Medieval era and it will end in year 9 with the 20th century. The booklets will contain the core knowledge and activities to support pupil learning and to underpin the historical second order skills. The booklets can be supplemented by presentations, and in some cases, content will also be presented in this manner along with other resources if there is no booklet.</p>
	EXPERT TEACHERS (EXPLANATIONS)	<p>New content will be taught via knowledge books, if one is available, if not it will be taught via other resources such as presentations, worksheets, textbooks & video clips. Teachers may quiz pupils on their prior knowledge of a new topic to help make links between the two. Teachers will attempt to ensure the content that is delivered in split into easy-to-understand chunks, that text on screens is kept to a minimum and that all topics contains portions of text or images that will be part of activity whereby they will be analysed in various formats depending on which skill is being applied.</p>
	TAUGHT TO BE REMEMBERED	<p>Most lessons will start with a 'Do Now' retrieval activity which will be based on previous learning or one that is set from homework, this will be dependent on the different key stages. If they are completed via a knowledge book then the retrieval activity will be at the back of the booklets, if not they will be carried out in pupils exercise books. There might be stand-alone retrieval activities throughout lessons to ensure all pupils are concentrating and are linking to previous knowledge. Cold calling should be applied throughout the lessons, as this will help to ensure that pupils are thinking hard and paying attention. Other strategies that could be applied is 'right is right' to ensure pupils are secure in their knowledge.</p>
HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	<p>Throughout all year groups pupils are expected to pay attention and they should follow teacher instructions, this could take the form of tracking the board, knowledge booklet or teacher. When extended pieces of writing are taking place the teacher may insist on silence or low volume of talking so that pupils are not distracted so pupils can give the work their full attention. Pupils' behaviour and work ethic will be challenged, and they will be reminded that it is because the teacher wants them to achieve their very best. Pupils will be encouraged to learn how to 'craft' their answers and that it is acceptable to make mistakes and that they are on a learning journey, and it will take time. The classroom environment should allow pupils to make mistakes in a safe space.</p>

HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	Across all key stages teachers will model how to write answers to questions which will be dependent on the year group, visualisers or writing directly onto the board will facilitate this aspect. Teachers may also use pupils work to demonstrate work that is of a particular standard. Some of the answers will be taught to be answered in a particular format such as PEE or PEEL. The teacher will help pupils to deconstruct the question to help them answer the question and to highlight the focus of the question. Questions will also be set so that pupils can attempt their own question on an independent basis.
	DELIBERATE PRACTICE	At the end of completed topics there will be summative assessments based on the knowledge they have gained. For key stages 4 & 5 the assessment will be produced in an exam format that is set by exam board. For key stage 3 the assessments will be based on a variety of substantive & disciplinary knowledge such as recall of chronological events, analysis of sources & explanation of causes.



LEARNING SEQUENCE – YEAR 7

OUTCOMES	<ul style="list-style-type: none">• to know chronological order of time periods.• to explain key historical events & individuals.• to make judgements based on historian’s interpretations.• to make inferences based on primary sources.• to know and apply key words and concepts in the correct context for example democracy, cultural diversity and transference of power.• to apply disciplinary knowledge correctly.		
TOPICS	What is History?	Medieval	Tudor and Stuarts
DESCRIPTION	<p>Baseline test to ascertain pupil prior knowledge. They then begin with ‘What is History?’ this introduces them to key events and people (substantive knowledge) and to second order skills (disciplinary knowledge) e.g. significance. By studying this topic pupils gain knowledge of the skills and these will then be applied throughout all the following topics.</p> <p><i>Tier 2 Word Focus: Comprise</i></p>	<p>Pupils study the Medieval period to gain substantive knowledge and an understanding of the nation state & society. This topic is the first time period pupils will study in depth and it is the first chronological time period identified by the National Curriculum for ideas, political power, industry & Empire. Pupils will use disciplinary knowledge obtained in the first topic to answer questions and analyse sources/interpretations.</p> <p><i>Tier 2 Word Focus: Turbulent</i></p>	<p>This topic is the next chronological time period, as such it adheres to the National Curriculum. Pupils will gain knowledge of how the nation state has evolved and how society developed over time. The existing substantive & disciplinary knowledge of the Medieval time period will help pupils put this time period into context.</p> <p><i>Tier 2 Word Focus: Inference</i></p>

LEARNING SEQUENCE – YEAR 8

OUTCOMES	<ul style="list-style-type: none"> • to know the chronology of British history from 1745 - 1945. • to be able to analyse primary sources for utility, content and provenance. • to make judgements based on historian's interpretations. • to know and apply key words and concepts in the correct context by building knowledge from year 7. • to study a breath study so pupils will apply disciplinary knowledge such as cause and consequence. 	
TOPICS	The Transatlantic Slave Trade	Industrialisation
DESCRIPTION	<p>The trade of black peoples and goods from Europe, West Africa & the Americas. It is taught first as it is one of the first large scale chronological events to take place in the years 1745-1901 which is in line with the National Curriculum.</p>	<p>British industrialisation explores how industry changed cities and people's lives over the Victorian period. It is taught after the slave trade so that pupils understand the substantive knowledge of how mechanisation changed industry & society. They will also be able to link people's experiences of work and make judgements between the two topics.</p>
TOPICS	British Empire	World War II and the Holocaust
DESCRIPTION	<p>Empire includes where, why and when Britain had an empire. This topic is taught next to show that British political power overseas was changing and the causes of why it was changing. India is also included in the topic to adhere to the National Curriculum's criteria of a depth study in this time period.</p>	<p>This topic includes key events and individuals of WWII such as D-Day & Churchill. It gives a chronological approach the war. It is taught as part of the challenges section of the National Curriculum. It is chronologically post British Empire but coincides with British control of India. It builds on the previous substantive knowledge such as democracy and applies disciplinary knowledge e.g. causation of WWII.</p>



LEARNING SEQUENCE – YEAR 9

OUTCOMES	<ul style="list-style-type: none">• to answer source questions base on a historical site.• to be able to analyse primary sources for utility, content and provenance.• to apply disciplinary knowledge in order to answer GCSE style questions.• to study the first topic of Medicine Through Time in preparation for Key Stage 4.• to learn new substantive knowledge		
TOPICS	Migration	WWI	Medieval Medicine
DESCRIPTION	Pre-1066 migration starts the course which sets the scene of that anyone who is British is descended from migrants. The course is chronological and covers a wide variety of migrants such as Jewish people from the Medieval era to Eastern European migrants in contemporary Britain. It will show how Britain is connected to the world and how and why the country is diverse.	Main battles, soldiers experience of war and medical aspects of battle are taught in this topic. We study the topic in year 9 as it has substantive & disciplinary knowledge that can be taught for GCSE -Medicine Through History.	Topic focus is on causes, treatment & prevention of Medieval medicine. It is taught in year 9 to start pupils GCSE as the course is very content heavy. It builds on previous disciplinary knowledge and revisits substantive knowledge from year 7.

LEARNING SEQUENCE – YEAR 10

OUTCOMES	<ul style="list-style-type: none"> • to answer source questions base on contemporary sources. • to be able to analyse primary sources for utility, content and provenance. • to create a judgement based on substantive knowledge & historian's interpretations. • to apply disciplinary knowledge in order to answer GCSE style questions based on disciplinary knowledge. • to study a breath study, Medicine Through Time, in preparation for GCSE exams. • to study a depth study – Weimar & Nazi Germany, in preparation for GCSE exams • to learn new substantive knowledge. 	
TOPICS	Medicine Through Time	Weimar and Nazi Germany
DESCRIPTION	<p>Topics studied: Medieval, Renaissance, 18th & 19th centuries and 20th century to present day. Each section is studied as causes, treatment, prevention and a case study. It is taught first as it is paper 1 of the exams.</p>	<p>Topics studied: the establishment of the republic, challenges and successes, the role of extremist parties, establishment of the Nazi party, Hitler's consolidation of power, Nazi control of Germany & society. It is taught after paper 1, as it is a content heavy paper that lends itself to being able to be studied in full during year 10.</p>

LEARNING SEQUENCE – YEAR 11

OUTCOMES	<ul style="list-style-type: none"> • to study a breath study so pupils will apply disciplinary knowledge such as cause and consequence. • to learn new substantive knowledge. • to apply disciplinary knowledge in order to answer GCSE style questions. • to study Paper 2 – American West & Elizabeth I in preparation for Key Stage 4. 	
TOPICS	Elizabeth I	American West
DESCRIPTION	<p>Topics studied are: Elizabeth I's government & religion, challenges – home and abroad & society including exploration. It is taught in year 11 as paper 2 contains two exam papers based on different time periods. They are sat at the same time. There is less content to study than papers 1 & 3, therefore this topic can integrate into the year 11 timetable after taking into consideration exam pressures in this year group.</p>	<p>Topics studied are: the early settlement of the Plains; development of the Plains; conflicts and conquest. This is the last paper to be taught and it should be able to be finished within the time constraints of year 11.</p>



LEARNING SEQUENCE – YEAR 12

OUTCOMES	<ul style="list-style-type: none">• To gain substantive knowledge of Britain from 1918 to 1997• To gain substantive knowledge of America from 1955 to 1992• To analyse interpretations of historians in order to create an informed judgement.• To analyse contemporary sources against contextual knowledge in order to create a judgement.• To be able to critically select substantive knowledge in order to respond to a question based on disciplinary knowledge.	
TOPICS	Britain Transformed 1918-1997	The USA, 1955-92, Conformity and Challenge
DESCRIPTION	<p>This topic's themes are: politics, economics, welfare state, how society has transitioned in areas such as immigration and how standard of living has changed over the time period. It is taught in year 12 as it is paper 1 and it is recommended by the exam board that papers for A level are taught in order so that pupils build their disciplinary knowledge which is required for coursework.</p>	<p>This topic's themes are: affluence and conformity, protest and reaction, social and political change and the Republican dominance and political change. It is taught in tandem with the British course as they both reflect similar societal attributes. This is paper 2.</p>



LEARNING SEQUENCE – YEAR 13

OUTCOMES	<ul style="list-style-type: none">• Pupils to gain an understanding of different societal identities via changes in social, cultural, religious and ethnic diversity throughout the time periods being studied.• Pupils to become independent learners that are critical and reflective thinkers.• Pupils develop the ability to ask relevant and significant questions about the past and to research them.• To acquire an understanding of how to carry out historical study, in order to pupils to arrive at their own judgements that is based on evidence and historian's interpretations.• To develop and implement an understanding of historical terms, concepts and skills.• To make links and draw comparisons within and/or across different periods and aspects of the past.• Organise and communicate historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.• To gain substantive knowledge of the The Witch Craze: 1580 to 1750.• To research a topic of pupil's own choice for the coursework section.	
	TOPICS	
	The Witch Craze: 1580-1750	Coursework
DESCRIPTION	The topic's themes are: scepticism, science and reason, case studies from Great Britain, Europe and America. This is paper 3 and is the last examined topic to be studied which is why it is being studied in year 13.	Choice of historical debates whereby there are three historical interpretations of the debate. It is taught in year 13 as pupils are in a better position to write in a more analytical style after studying paper 1 and 2.



ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- Additional teaching resources are made available online through Google Classroom.
- Opportunities to explore faith development in practice are available through school prayer and liturgy, as well as in-school retreats and Briars residentials.
- GCSE drop-in lunchtime sessions are available in Year 11 in preparation for exams.
- A range of trips including to WWI sites.