

# History

## What is our Curriculum Intent?

Developing a set of sophisticated analytical tools to interrogate information and undercover the processes by which individuals and groups create change.

## How does our Curriculum meet the Academy's 6 Curriculum Core Principles

### Is anchored in our Christian Values

*Students learn to demand the full context of information and the motivation with which it was created. This conditions them to demand the widest perspective, reducing the chance of prejudices developing or guiding their responses.*

### Is fully inclusive and celebrates diversity

*An inclusive range of groups and individuals are studied in the curriculum.*

### Values all subjects, both core and creative, academic and vocational

*The curriculum contains many cross curricular links to English, Geography, Maths, Biology, Citizenship and more.*

### Develops students' ability to be resilient, reflective, resourceful and responsible learners

*Our curriculum develops students' comprehension and communication skills by challenging them to read analytically and to communicate sophisticated concepts with coherence and conviction. This breeds confidence and therefore resilience in students. In turn, this encourages students to take risks in their work, to believe in themselves to try new things and make them work; to rely less on others for affirmation.*

### Provides pathways for academic success

*The curriculum teaches a sophisticated range of analytical skills which equip students superbly for university and work.*

### Prepares students beyond knowledge and skills to be successful in tomorrow's world

*Students learn how to sift information to identify what is relevant to their current enquiry, to process this information and to apply it to a chosen context. These skills are vital in an information-orientated world.*

## What are we trying to achieve at KS3

Familiarise students with key historical concepts and the analytical tools through which they can be interrogated.

## What are we trying to achieve at KS4

Students will hone their ability to apply these analytical tools to examine historical concepts.

## What are we trying to achieve at KS5

Students will make apposite, independent selections about which analytical tools to best apply to examined historical concepts.

### What makes our curriculum offer unique & local?

*In a world increasingly orientated around the flow of vast amounts of information, our curriculum teaches students to be discerning about where information comes from, to not accept it at face value but demand corroboration and context before coming to judgements.*

### What is studied in Key Stage 3?

	<b>Year 7 (assessment focus)</b>	<b>Year 8 (assessment focus)</b>	<b>Year 9 (assessment focus)</b>
<b>HT1</b>	Early Islamic Civilisations (Significance)	Medieval Africa & The Trans Atlantic Slave Trade (Significance)	WW1 (Source Utility)
<b>HT2</b>	The Norman Conquest (Interpretations)	Industrialisation (Significance)	The Development of Medicine on the Western Front (Source Utility)
<b>HT3</b>	Development of Medieval Monarchy (Source Utility)	Empire and Decolonisation (Interpretations)	Weimar Germany and Responses to WW1 (Interpretations)
<b>HT4</b>	The Black Death and Peasant Revolt (Significance)	Multicultural London 16th-20th C (Source Utility)	Rise of the Nazi Party (Interpretations)
<b>HT5</b>	Revolutionary Britain: Reformation and Civil War (Interpretations)	The Struggle for Civil Rights in the USA (Interpretations)	WW2, The Holocaust and the Cold War (Significance)
<b>HT6</b>	French Revolution (Source Utility)	Feminism and Struggle for Women's Rights	The Origins of the Israel-Palestine Conflict (Significance)