



GREENWOOD ACADEMIES TRUST



## History Intent document

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

## Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*

## Our History Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

### 1. Our vision

"If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree." (Michael Crichton)

The History Department at Weston Favell Academy believes that the study of History is essential for our students because knowledge of the past allows them to develop perspectives about their lives in the present and make confident decisions about the future. Our broad, ambitious and knowledge rich History curriculum is intelligently planned to support students to explore and explain the world as it is. Regardless of their background, we are committed to ensuring that our students broaden their horizons by developing powerful knowledge and understanding of key events, people, periods, societies, and cultures in local, British, and wider world history. Our curriculum is sequenced to ensure that students learn within a coherent chronological framework and we employ strategies strive to ensure that historical knowledge is committed to long term memory so that our historians can know more, remember more and communicate more effectively about the past. Our curriculum encourages students to explore how the society we live in came to be. By building a base of powerful knowledge, our students are able to both question interpretations of the past and evaluate contemporary sources which highlight the diversity of experience of their peers and other people in society. History at Weston Favell Academy also supports students to develop a moral grounding as our enquiries promote discussion around values such as tolerance, democracy, rule of law, liberty, kindness, excellence, respect.

### 2. Our key concepts and core domains of knowledge

Our curriculum ensures students develop knowledge about how people in the past were ruled, what they believed, how they lived and how historians develop interpretations about the past. Disciplinary concepts such as explanation of continuity and change, cause and consequence, similarity, difference, and significance are embedded within our curriculum at all key stages and students are taught to make connections across different time periods and subjects, draw contrasts and analyse trends to create their own structured accounts of the past.

We encourage the development of knowledge with spaced retrieval and by making explicit cross curricular links with other subjects to make meaningful and memorable connections e.g. The experiences of people involved with the Transatlantic Slave Trade and the development of The Blues in Music and the impact of medical breakthroughs by scientists such as Louis Pasteur and how his 1861 Germ Theory links to a science curriculum that teaches about pathogens, vaccines and antigens.

Students' communication skills are developed by promoting analytical writing focused on detailed description, explanation, and evaluation. Regular use of live modelling and exemplar answers demonstrate the processes, standards and expectations that support our students to sustain their knowledge and make their own substantiated judgements.

### Key Stage 3

In line with the National Curriculum, our chosen enquiry questions develop understanding of the substantive concepts listed below. Prioritising these concepts at Key Stage 3 give students a broad cultural understanding and builds a foundation for the further study of History

- The development of Church, state and society in Medieval Britain 1066-1509 : *Monarchy, succession, conquest, control, hierarchy, society, economy, autocracy and migration*
- The development of Church, state and society in Britain 1509-1745: *Monarchy, succession, religion, politics, reform, Parliament, Puritanism and warfare.*
- Ideas, political power, industry and empire, Britain, 1745-1901: *Conquest, imperialism, nationalism, economy, society, industrialisation, class, control, Laissez-Faire, culture, oppression, race relations, colonisation, migration, liberty, militarism.*
- Challenges for Britain, Europe and the wider world 1901 to the present day: *Conquest, militarism, alliances, imperialism, nationalism, dictatorship, colonisation*
- The Holocaust – *Race relations, genocide, persecution, religion, oppression, refuge, resistance culture and control.*
- The study of an aspect of British history from before 1066 – *Conquest, control, society, economy, migration, religion and militarism.*
- The study of a significant society or issue in world history and its interconnections with other world developments - *Economy, race relations, resistance, control, oppression, freedom, liberty.*

### Key Stage 4

Students build on the substantive knowledge gained at Key Stage Three to develop a deep understanding of these time periods and topics.

- Our thematic unit *Medicine in Britain 1250-present* requires students to understand change and continuity across a long sweep of history from the medieval to modern period. Factors such as the role of individuals, science, technology, and institutions such as the Church and government are explored in relation to these changes and continuities.
- The chosen British depth study of *Anglo-Saxon and Norman England 1066-88* has a period link with our thematic unit but further focuses on the themes of invasion and conquest. Students deepen their knowledge of the social, economic, political and religious impact of invasion and conquest.
- Our non-British Modern Depth Study *Weimar and Nazi Germany 1918-39* ensures students refine the ability to analyse and evaluate contemporary sources and later interpretations. Many of the social, economic and political themes are relevant to life in the twenty first century and the content links with earlier themes covered such democracy, dictatorship, control, persecution, resistance, Church and state.
- Thematic, period and geographical links can be made with our chosen period study *Superpower Relations and The Cold War 1941-91*. Students develop knowledge about the unfolding narrative of international rivalry and study further political ideologies of the late-twentieth century.

### Key Stage 5

- At KS5, the knowledge and skills of our historians are honed further to ensure students gain a deeper understanding of the complexities of the past through political, social, economic and cultural perspectives. Students study both a British and non-British history option to broaden their historical knowledge. Students will build on their ability to evaluate the different ways in which aspects of the past have been interpreted and their analysis of contemporary sources within their relevant context. This will enable our students to confidently communicate how history is constructed and make their own substantiated judgements about the past.

### 3. The end points of our curriculum

*By the end of Key Stage 3 our pupils will*

- Have developed an intellectual curiosity and lifelong interest in the study of history.
- Be able to confidently communicate their own explanations and evaluations of how people in the past were ruled, what they believed, how they lived and how historians develop interpretations about the past.
- Be able to use historical facts to spot trends to support and challenge ideas and arguments presented to them in the current world.
- Have visited a local, national or international historical site of significance to broaden their cultural development.

*By the end of Key Stage 4 our pupils will*

- Be able to demonstrate knowledge and understanding of the key features and characteristics of the periods they study
- Be able to explain and analyse historical events and period using second-order historical concepts with deeper confidence.
- Be able to analyse, evaluate and use sources and interpretations to make substantiated judgements about historical events.
- Have visited a further site of local, national, or international historical significance to broaden their cultural development.
- Be able to communicate historical links with other subjects they study.
- Achieve a minimum of a GCSE Grade 4 in History

*By the end of Key Stage 5 our pupils will*

- Be able to further demonstrate, organise and effectively communicate their knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements, and exploring relevant second order concepts.
- Be able to analyse and evaluate more complex source material, primary and/or contemporary to the period, within the historical context.
- Be able to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
- Conduct their own independent historical investigation.
- Be able to show an understanding of the limitations placed on historians and show an understanding of the significance of the time and/or context in which an historian writes.
- Be able to confidently compare and evaluate differing historical interpretations.
- Achieve a minimum of a Grade C at A-Level