

Curriculum Statement of Intent

Question. Explore. Evaluate. Argue.

Question – inspire a curiosity about the past.

Explore – provide a knowledge-rich and diverse curriculum that allows students to explore local, national and international history from a variety of perspectives.

Evaluate – the opportunity to show a genuine understanding of the past and how it has shaped our society, our culture and our political life.

Argue – the confidence and ability to develop and defend coherent opinions about a range of issues.

We want our students to recognise that the knowledge and skills they acquire during their history lessons can help them at every stage of their life. The history curriculum is designed to prepare young people for their history exams by ensuring that chosen topics support each other but it is also designed to support other humanities subjects for whom an understanding of the past is vital. The curriculum is also designed to provide students with skills they can use outside of the classroom; to navigate the world and succeed in their working lives.

Curriculum intent

The 2013 National History Curriculum states the following:

Purpose of study

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.

Aims (how can we meet them)

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

At SHS we study a broad sweep of British history from 1066 to the 21st century including studies of Britain's position in the world through the study of topics such as empire and immigration.

- 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

At SHS we study the history of non-European societies such as those found across the former British Empire and African Americans.

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

At SHS our curriculum is designed to support student understanding of complex historical terms from year 7 to year 13.

- 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, frame historically valid questions and create their own structured accounts, including written narratives and analyses

Our enquiry questions are built around second order concepts such as cause and consequence or significance and each helps develop students as historians. Students are expected to show their knowledge and understanding throughout the curriculum with extended written work.

- 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

The curriculum provides opportunities for analysis of primary and secondary (interpretations) sources throughout.

- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Our curriculum encompasses local, national and international perspectives and allow for the study if history through a variety of perspectives. For example students in year 7 will look at medieval history though a political, religious and social lens. The chosen topics allow for breadth (for example the study of medieval societies in year 7) and depth (the focus on WW1 in year 8).

Content - The National Curriculum states that pupils should be taught about:

1. The development of Church, state and society in Medieval Britain 1066-1509
2. The development of Church, state and society in Britain 1509-1745
3. Ideas, political power, industry and empire: Britain, 1745-1901
4. Challenges for Britain, Europe and the wider world 1901 to the present day (must include the Holocaust)
5. A local history study
6. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
7. At least one study of a significant society or issue in world history and its interconnections with other world developments

See termly plan document for how we meet these content requirements.