

History Intent Statement

Intent

History is not only an important subject in its own right but also because of the valuable role it plays in the development of cross-curricular skills.

History is the study of people; what they did, why and the consequences these actions had on society. It is a study of change and continuity, progress and development, contrasts and connections. It is a study of the rise and fall of Empires, the development of new Nations, war and peace, hope and despair. But most of all it is a study of the people who shaped our world and offers us a chance of shaping a better future.

How can we hope to make sense of the present, build a future, if we have no understanding of the past? It is a myopic society indeed that places no value on an appreciation of its past.

History encourages children to think, to evaluate, argue, listen, reflect and empathise. History allows children to come to their own conclusions and have an opinion. History demands children to care, learn from the mistakes of the past and take responsibility for taking civilisation into the new Millennium.

Teaching History is about delivering historical content and encouraging the development of historical skills in line with the key elements/skills i.e. factual knowledge and understanding, interpretations of history, historical enquiry and source analysis. History lessons should also help pupils develop their literacy and oral skills.

Goal for every student

The KS3 curriculum is designed to give students a broad overview of History (British primarily, but also world history) 1000-1945. Some 20th Century topics (trenches in WW1 and the Holocaust) are also covered in the English curriculum to tie in with key texts and the Holocaust is also covered in the year 8 RE curriculum.

The learning cycles deliver both content and skills. All are followed by assessment tasks and a GEM task. KS3 assessment tasks are based on KS4 question stems to enable students to become familiar with and master the different skills required at GCSE right from the start of their Historical studies.

Implemented pace

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	History skills(3) Neolithic Britain (2) Britain pre-1066 (3) Viking Conquest (4)	1066- Battle of Hastings (5) Norman Rule- castles (5)	Norman Rule- Feudal system and Domesday (4) Medieval Life – towns and villages (5)	Medieval Life – church and monks and nuns (6) Crusades (3)	Crusades (2) Tudor overview (2) Catholic v Protestant (5)	Wars of the Roses (1) Poverty and Vagrancy and Crime and Punishment (5)

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8	Henry 8 th and Split with Rome (5) Dissolution of the monasteries (4) Edward and Mary (2) Exploration (2)	MQS (2) Armada (6) Witchcraft, James 1, Gunpowder Plot (7)	Civil War (10)	Trial and Execution (8) Cromwell and Puritan England (4)	Slavery (6) WW1 (4)	WW 1(3) Nazis and WW 2 (11)
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Impact

The GEM tasks ensure appropriate challenge for each student whether it is securing knowledge, extending skills and understanding or providing opportunities for hypothesising and/or evaluating outcomes.

All students, through Talk for Writing strategies, develop their skills to write extended pieces of work documenting, facts, persuading opinion using various sources and forging conclusion based on secure thinking and information gathered.