

# History Curriculum Intent

**Department Philosophy:** To broaden students' minds and thinking to encompass an understanding of the essential nature of history to the world in which they live. History is the study of the past, but the past should not be seen as a sealed time capsule but as essential energy that informs all that is our present.

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<p>1. And understand a chronological framework of history beginning with the Viking invasions of England in the eighth century through to the start of the Cold War in the twentieth century.</p> <p>2. Specific and key events and developments within this framework, including the Norman conquest, the Black Death, the reign of King John, the Reformation and how the reigns of the Tudor monarchs were effected by religious change, the English Civil War, the transatlantic slave trade, the establishment of empire, World War One and World War Two and the Holocaust.</p> <p>3. How the study of history is not just a study of events but a consideration of causes and consequences; of things that change and things that stay the same; of the relative significance of events and developments; of similarity and difference within time periods and across time.</p> <p>4. How to analyse and evaluate events and developments in order to arrive at supported conclusions, acknowledging that, whilst there are no right answers in history, good history must arrive at conclusions that are supported by evidence.</p> <p>5. How to engage in debate about historical events and developments, both orally and in writing, acknowledging argument is often multi-faceted and that a successful historian will attempt to address all sides of the argument, evaluating against their knowledge and the evidence to hand.</p> <p>6. How to make judgements of history.</p>	<p>1. Key events and developments of the Cold War between 1945 and 1972</p> <p>2. Key events and developments in the history of Germany from 1890 to 1945</p> <p>3. Key events and developments of British History from 1660 to 1685</p> <p>4. Key events and developments of Britain as a nation of migrant peoples and empire from circa 790 to 2016.</p> <p>5. Within the context of the demands of each of the four elements detailed above, how to assess interpretations of history for validity and how to assess the utility of sources.</p> <p>6. How to present developed and complex essays which consider cause, consequence, change, continuity, significance and similarity.</p> <p>7. How to write complex historical argument, drawing on a breath of contextual knowledge and evidence to arrive at evaluative and substantiated conclusions.</p> <p>8. How to structure an extended essay to ensure that the argument it presents is clear and concise, mindful of the need to use historical vocabulary, correct grammar and punctuation so that the finished piece is a confirmation of secure learning and understanding.</p>	<p>1. A broad sweep of historical knowledge and understanding of the USSR from 1917 to 1991. The events and developments of the history of China from 1949 to 1976</p> <p>2. A range of historical knowledge and understanding of Tudor England from 1485 to 1603.</p> <p>3. How to effectively assess the utility of sources for to address specific historic enquiry.</p> <p>4. How to effectively assess interpretations as views of history; to evaluate these views against each other and alongside their own contextual knowledge to reach a conclusion on the validity of these views.</p> <p>5. How to write clear evaluative essays which arrive at substantiated conclusions.</p> <p>5. And be able to confidently acknowledge that there are no right answers in the study of History, and will thus be able to present their own ideas and arguments, drawing on learning and evidence, not just in their class room study but within their wider experience, to question and interrogate the events of today which will be history tomorrow.</p>