

Curriculum Intent Statement for History

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In History we aspire to provide outstanding lessons for our students that inspire them and instil in them the sense of community that is at the heart of the Chase Terrace Academy ethos. History is a subject that can help to develop this sense of community as it is a study of our shared past. We feel that it is vital that students have the opportunity to learn about how our country and communities were formed and shaped. Students experience a wide range of lesson activities that cater for all learners' needs. At the heart of all we do is the aim to inspire a lifelong love of History and learning. Our aim of providing outstanding lessons also helps us to prepare students in the best ways possible to gain valuable qualifications that will benefit their futures.

Due to the pandemic, the History Department has identified that the main gaps in knowledge will be the Norman Conquest for Year 7, the English Civil War for Year 8, and the Inter War Years for Year 9. On top of the content missed here, they will have also missed some second order concepts and skills that are practiced for assessments. To counter this, we have altered our KS3 assessments so that they will have definitely covered all skills by the end of Year 9.

Curriculum Implementation Plan

Subject						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 7	History Skills & Staffordshire Hoard	Who should be King & Battle of Hastings	The Norman Conquest	Development of Castles	Medieval Society	Medieval Warfare
Year 8	Reign of Henry VIII	Reign of Elizabeth I	The Stuarts	Restoration, Renaissance, Revolution & Empire	The Slave Trade and Civil Rights	Industrial Revolution & Jack the Ripper
Year 9	Golden Age & Causes of World War I	World War I – Conflict and Stalemate	The Inter War Years & Rise of Nazi Party	The Holocaust & World War II	The Cold War	Protests / Terrorism / Days that Shook the World

Year 10*	Conflict and Tension – 1894-1918	Conflict and Tension – 1894-1918	Germany 1890-1945: Democracy and Dictatorship	Germany 1890-1945: Democracy and Dictatorship	Britain: Health and the People. C.1000 – present day	Britain: Health and the People. C.1000 – present day
Year 11*	Britain: Health and the People. C.1000 – present day	Elizabethan England. C.1568 – 1603	Elizabethan England. C.1568 – 1603	Revision	Revision	Examinations
Year 12	British: The Early Stuarts 1603-1629 Italy: Liberal Italy 1900-1915	British: The Early Stuarts 1603-1629 Italy: Mussolini's Rise to Power 1915-1922	British: Charles I The Personal Rule 1629-1640 Italy: Mussolini and the Establishment of Fascist Italy 1922-1926	British: The breakdown of Personal Rule Italy: Mussolini and the Establishment of Fascist Italy 1922-1926	Personal Study (NEA) Personal Study (NEA)	British: The Road to Civil War, The Civil War and the Attempts at Settlement Italy: Fascist Society 1926-1940
Year 13	British: The Republic 1649-1660 Italy: Fascist Society 1926-1940	British: The Restoration of the Monarch 1660-1678 Italy: Fascist Foreign Policies 1926-1940	British: The Development of Constitutional Monarchy 1678-1702 Italy: Fascist Italy and War 1940-45	British: Revision/Consolidation Italy: Revision/Consolidation	AQA Exams Paper 1D 2 hours 30 minutes AQA Exams Paper 2L 2 hours 30 minutes	

*Please note that Year 10 and Year 11 topics may not be taught in this exact order, but all of these topics will be covered over the two-year course. This is due to the aspiration of the History department to deliver consistently high quality education for our students. Through careful experimentation on how to deliver the GCSE course, we have found that teaching the same topics to both year groups at the same time has improved the quality of the lessons. As a result, the progress of students has benefitted from this arrangement, so we are keen to continue in this way. We will of course clearly explain to both students and parents/carers which section of the course is being studied at any particular time.



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