

## 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 learn about how our country and communities were formed and shaped – from a local and national level at Year 7, to an international level in Year 8 and 9. Above all, **we want students to know about the past, so that they can shape the future** – and their individual role within their local, regional, national and international community.

In lessons, students experience a wide range of activities that cater for all learners' needs, and aim to push and challenge each and every student. 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.

Specifically, we take our students on a journey of the past by studying history from a chronological perspective, with an emphasis on different reoccurring themes – from Magna Carta to Civil Rights, the Norman Conquest to the Nazis, and from the Crusades to the War on Terror – our topics are delicately weaved together to give our students a deep, multilayered and meaningful understanding of history. Our KS3 curriculum covers aspects of the Ancient Period, through to the Dark and Middle Ages, Medieval and Modern Period – establishing the building blocks of a good historical understanding, in preparation for GCSE, A-Level and life beyond as a historian.

Through careful planning and implementation, we have identified the core substantive knowledge that we need students to know, which substantive concepts they need to harness to make sense of this knowledge, and the disciplinary knowledge to apply it successfully.

Our 'Curriculum Implementation Plan' - detailing the components we use at KS3 to build up to GCSE & A-Level, rather than work down:

Subject						
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 7 (JTMAT aligned)	The Romans, Saxons and Vikings – Breadth Study.	The Norman Invasion & Battle of Hastings – Depth Study.	The Norman Conquest – Breadth Study.	Development of Castles – Depth Study.	The Reign of the Plantagenets – Depth Study.	Medieval Society – Breadth Study.
Year 8 (JTMAT aligned)	The Wars of the Roses – Depth Study.	The Tudors – Depth Study.	The Stuarts & Civil War – Depth Study.	The British Empire – Breadth Study.	The Slave Trade – Depth Study.	Industrial Revolution – Depth Study.
Year 9 (CTA outgoing)	Britain in the Golden Age & Causes of World War I – Breadth Study.	World War I – Depth Study.	Democracies & Dictatorships – Breadth Study.	WWII & the Holocaust – Depth Study.	The Cold War – Depth Study.	The Modern World – Breadth Study.
Year 10	Ancient & Medieval Medicine ( <i>Health &amp; the People</i> )	Renaissance & Industrial Medicine ( <i>Health &amp; the People</i> )	Modern Medicine ( <i>Health &amp; the People</i> )	Elizabeth: Court & Politics ( <i>British Depth Study</i> )	Elizabethan Society & Religion, Exploration and War ( <i>British Depth Study</i> )	Historic Environment Study ( <i>British Depth Study</i> )
Year 11	WWI: Conflict & Stalemate ( <i>Conflict &amp; Tension</i> )	Consequences of WWI ( <i>Conflict &amp; Tension</i> )	Germany Pre-WWI ( <i>Democracy &amp; Dictatorship</i> )	The Fall of Democracy & Rise of Nazism ( <i>Democracy &amp; Dictatorship</i> )	Nazi Germany: State Control & Opposition ( <i>Democracy &amp; Dictatorship</i> )	Examinations
Year 12	<ul style="list-style-type: none"> <li>Henry VII: 1485-1509 (Tudors)</li> <li>The Establishment of the Weimar: 1918-1924 (Germany)</li> </ul>	<ul style="list-style-type: none"> <li>Henry VII: 1485-1509 (Tudors)</li> <li>Weimar cont. / The Golden Age of the Weimar: 1924-1928 (Germany)</li> </ul>	<ul style="list-style-type: none"> <li>Henry VIII: 1509-1547 (Tudors)</li> <li>The Golden Age of the Weimar: 1924-1928 (Germany)</li> </ul>	<ul style="list-style-type: none"> <li>Henry VIII: 1509-1547 (Tudors)</li> <li>The Collapse of Democracy: 1928-1933 (Germany)</li> </ul>	Exam Skills, Revision, Mocks & NEA	NEA: Russia – Power and the People
Year 13	<ul style="list-style-type: none"> <li>Mid-Tudor Crisis: 1547-1563 (Tudors)</li> <li>The Racial State (Germany)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Tudor Crisis: 1547-1563 (Tudors)</li> <li>The Racial State (Germany)</li> </ul>	<ul style="list-style-type: none"> <li>Triumph of Elizabeth: 1563-1603 (Tudors)</li> <li>The Impact of War (Germany)</li> </ul>	<ul style="list-style-type: none"> <li>Triumph of Elizabeth: 1563-1603 (Tudors)</li> <li>The Impact of War (Germany)</li> </ul>	Examinations	Examinations

We understand that not all students will opt in to history at GCSE & A-Level. Therefore, we have planned KS3 across 3 years to ensure that all students receive a good understanding of the world from the Ancient Period to the Modern World – covering events right up to present day.