

# History Curriculum Intent



The objective of the history curriculum at The Regis School is to ignite curiosity: We want to make sure that our current curriculum inspires students' imagination and fosters a genuine love of the past. By exploring historical events, peoples and societies we aim to cultivate a curiosity about how and why people thought and acted differently throughout history so that they can understand the present. Our aim is to instil students with a sense of curiosity to explore the past and question the world around them. The United Curriculum for Secondary History is comprehensively designed to provide students with a secure understanding of the past and the tools to ask perceptive questions, think critically and weigh evidence. This prepares them for a successful onward journey to Key Stages 4 and 5, university, the workplace, and their roles as valuable contributors to society.

# What Students Should Know and Be Able To Do

## Entitled to Powerful Knowledge

Through careful selection of substantive knowledge, students will develop a chronological understanding of the history of the British Isles and connections to the wider world from c1000 to present day. Chronological understanding provides the framework in which to understand broader developments over time. This approach also allows revisiting of abstract concepts such as invasion, monarch, tax, empire and trade in different time periods which enables students to make sense of unfamiliar events. For example, students are introduced to the impact of the Poll tax in Year 7, revisit this in Year 8 when learning about the impact of the ship tax, again in Year 9 when studying post-war Britain which prepares them for the study of Weimar and Nazi Germany in Year 10 when they consider unpopular rates of tax during the Great Depression. Students then build on this knowledge at KS5 as they consider the impact of taxation policy of successive governments in Britain between 1945 and 1997.

Students will develop historical skills: Our curriculum equips students with essential skills such as research, analysis and evaluation. Key disciplinary skills are developed through enquiries focused on causation, change, and significance, encountered across different domains of knowledge each year. Our curriculum offers opportunities for students to engage with the methods of historians, acknowledging the range of interpretations inherent in historical debate. These skills empower students to engage in discussions about local, national and global events both past and present.

Students will develop a depth and breadth of knowledge: Rooted in the National Curriculum, our curriculum employs a strong chronological framework spanning

		Themes	Threads
Substantive Knowledge	Conceptual Knowledge	Power	Class Systems
			Crime and Punishment
			Democracy
			Empire
			Protest
			Succession
			Warfare
		Identity	Beliefs and Religion
			Role of Women
	Connectivity	Innovation	
		Knowledge	
		Medicine	
Migration			
Trade			
Procedural Knowledge	Chronology		
	Historical Evidence		
Disciplinary Knowledge		Causation	
		Consequence	
		Change and Continuity	
		Historical Interpretation	
		Significance	
		Similarity and Difference	

medieval to modern times, presenting a diverse range of people, places, and periods to foster debate and critical thinking. Knowledge is organised in themes of Power, Identity, and Connectivity, enabling students to make connections across units and apply abstract and creative thinking.

## Knowledge is Diverse, Inclusive and Representative

Students study a wide span of time from the medieval world to contemporary events. The history curriculum is diverse as it covers British history but also explores global events and cultures through the themes of power, identity and connectivity. Within these themes students learn about different societies, empires and regions throughout the world. Students will encounter and grapple with diverse viewpoints. They will critically consider the experiences of various groups including women, workers, children, the wealthy and the poor from a range of time periods and places. We also emphasise links with other subjects such as RE art and science as students explore how historical events such as World War One shape broader contexts such as medicine and culture.

## Education With Character

History education empowers students to be informed, thoughtful citizens who contribute positively to society. Studying history reveals patterns of change and continuity over time. This means that students can better understand current issues. For example, an understanding of the developments during the Cold War, studied in Year 9 and 11, enable students to better understand the current conflict between Russia and the Ukraine. Studying the suffrage movement throughout the 19<sup>th</sup> and 20<sup>th</sup> century allows students to understand how different groups have fought for the right to vote which provides a foundation to understand how democracy works in the present. This is further developed at KS5 as students study the development of Britain 1945-1997. Within their school and local communities, there are moments for students to extend their learning beyond the classroom, such as remembrance and commemoration of significant events such as Holocaust Memorial Day.

Through the disciplinary knowledge embedded in the curriculum students will engage in ethical debates, such as ‘was Truman right to drop the atomic bomb’? Students will develop the ability to weigh up and understand different perspectives before deciding which view they think is right. They will be able to present a well-supported argument. They will also be able to determine the reliability of sources through critical analysis and understanding. They will understand that opinions can be influenced, taking in the context of the time. Good decisions need a critical eye on the context and data. The history curriculum will develop students who are curious to understand WHY decisions were taken, opinions / sources are not just taken as fact, students are curious about whether they are valid or not. This is good character.

Students are given opportunities within units to become resilient through opportunities for independent practice as they develop their arguments verbally and through extended written tasks. They are then given opportunities to respond to feedback.

## How Students Acquire This Knowledge

*“The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way.”*

## Coherent Whole

### Acquire and Apply

Acquisition, application, consolidation, retrieval and interleaving are meticulously planned. Students must remember and apply increasingly complex knowledge over time, and learning lasts longer when students build on what they know. New knowledge must integrate into students' conceptual frameworks and become flexible to apply in wider contexts. Therefore, every lesson begins with a 'Do now' which focusses on the retrieval of knowledge that links to the new knowledge being taught or enables procedural recall such as the process of analysing an unseen primary source.

New knowledge is introduced carefully. Students retrieve and revisit prior knowledge to locate relevant existing conceptual frameworks for the new knowledge. For example, when studying the English Civil War in Year 8 students spend time revisiting experiences of war taught in Year 7. This enables them to consider what war is and the ways in which a civil war is similar and different. Sufficient time is spent with new knowledge to integrate it into existing conceptual frameworks. New information is gradually acquired to prevent cognitive overload, and care is taken not to introduce too many pieces of knowledge that would sit in different conceptual frameworks at any one time. When investigating the extent of change to the Church in England throughout the Tudor period, the curriculum is carefully sequenced so that each monarch is considered discretely before an overall judgement is made.

### Adapt and Improve

Our curriculum is adapted to teach our students what, when and how it is best for them.

#### **Adapt what is taught:**

**Adapt when it is taught:** Careful sequencing to secure coherent curriculum drives when topics are taught. Knowledge is cumulative in history, it is taught in chronological order so that students have a framework in which to understand change and continuity over time, cause and consequence, significance of events and time periods. For example, to understand the significance of the Reformation students must understand the role of the Catholic Church in medieval society. This enables students to consider the extent of change in role of Church and State. For students to understand the causes of the Cold War they must understand the relationship that existed between the Superpowers throughout World War Two.

**Adapt how it is taught:** The shared practice of teachers at The Regis School is informed by rich banks of evidence-informed principles, techniques, strategies and routines, including Barak Rosenshine's Principles of Instruction and techniques from Teach Like a Champion. Teachers' planning is responsive to their class as individuals, including, for example, appropriate scaffolding for SEND or resequencing lessons to revisit knowledge where it is evident that there are gaps in knowledge.

**Improve:** Curriculum development is an ongoing process. We work collaboratively internally and with external subject communities, including our Trust Advisors. This ensures it continuously improves and remains relevant and fit for purpose for our students and the world they are growing up in. For example, curriculum about careers and digital safety responds to the emergence of AI.