

History Curriculum Intent

Our ambitious aims

By the end of their time with us at Gloucester Academy, our students will be able to:

- Ensure that students know and understand the past and key events/time periods across the world and the impact they have had on the world today.
- Allow them to contribute to a broader education in the very best universities by introducing them in greater depth to topics they could study.
- Inspire a love of history and instil a tolerance and appreciation of diverse places, people and events.

Big ideas

To achieve our aims, students will be exposed to and develop a deep understanding of several powerful historical concepts and themes.

Concept	Definition	Rationale
Interpretations and Sources	A source is a thing that was created during the period studied. An interpretation is what a historian thinks about an event, person etc.	Using the skills of the historian – including causation, chronological analysis, evaluation of significance and interpretations, interrogation of primary sources – to make judgements about the past.
Power	Having power is having the capacity or ability to direct or influence the behaviour of others or the course of events.	To identify who has power and who doesn't in different areas of history. Introduce the idea of monarchy, government and empire and how this changes. How people tried and either succeeded or didn't in getting more power. To identify when it went too far as well as who was powerful and when, and the use of power to change a country, society, empire, group, etc.
Economy	This is the state of a country or region in terms of the production and consumption of goods and services and the supply of money.	Students will study why the economy works in a certain way, at a certain time, in a certain place, including money, land, wealth, taxation, class, and hierarchies; the economic impact of a historical situation
Society and Religion	This is people living together in an ordered community and the different faiths they have within this	The study of lives of people in the past – including religious beliefs and values, living conditions, job opportunities and leisure – and social change and revolutions, such as the changing role of women, black people and the LGBTQ+ community.
Tension and Conflict	This is when there are issues that simmer under the surface and cause problems between countries and when these tensions reach the surface and become physical acts of aggression.	International, political, and personal causes of tension and conflict; the consequences impacts of tension and conflict

Curriculum journey

In history, our students will study an ambitious curriculum that is both challenging for all and broad and balanced in scope.

Year	Summary of study	Narrative & Rationale
7	Ancient Civilisations <ul style="list-style-type: none"> ● Rome ● Greece ● Egypt ● Incas C.800 - 1600 <ul style="list-style-type: none"> ● Vikings ● Norman Conquest ● Medieval Britain ● Tudor Dynasty 	<p>In KS3 students begin with the study of the Ancient worlds and how history as we know it today was formed. They will look at the key concepts of religion, government and power. This will help them to understand the developments and regressions of History as they continue their learning journey throughout the rest of KS3 and beyond.</p> <p>In year 7 students will learn about the Vikings and their conversion to Christianity, How William changed the English Church and The reformation under Henry VIII all weaved together through the theme of Society and Religion. Topics are chosen to help students understand the cause and consequences of each event and how this impacts the wider world, for example how the Industrial Revolution began, the reasons for the English Civil War and how both World War One and World War Two started. We look at the significance of events and how this can change the way people think and the actions they take, for example the Slave Trade and The British Empire. Students will study concepts such as alliance systems and how events in Serbia create a World War, or how political ideologies of two superpowers can result in a Cold War that affects the whole world. All of these concepts and topics are interweaved through the theme of Conflict and Tension.</p>
8	1600 - 1900 <ul style="list-style-type: none"> ● Stuarts ● British Empire (India and Africa) ● Slave Trade ● Abolition ● Industrial Revolution 	<p>Our key concepts are weaved throughout the KS3 curriculum in order to build deep understanding of challenging history necessary for GCSE and further education. Should students not wish to study history after ks3, our curriculum equips them with the necessary tools to instil a tolerance and appreciation of diverse places, people and events. Furthermore, it is designed to ensure our students formulate a love of history.</p>
9	1900 - Present Day <ul style="list-style-type: none"> ● World War 1 ● Russian Revolution ● Interwar years ● Rise of the Nazis ● World War two ● Cold War 	<p>The students have begun to develop the necessary skills such as source analysis, and the second order concepts (change and continuity, diversity, cause and consequence and significance) that are needed to be a successful historian, in KS3 and so will build upon and perfect these skills in year 10 and 11. In Year 10 the course runs chronologically as it does in KS3, this allows students to build a timeline in their minds and understand the development of key events and actions. In Year 11 both in Units 1 and 2 the topics are thematic which means they will cover a number of time periods. These have been left until Year 11 as it will allow students to draw on the knowledge they have already gained in Year 10 and understand their Year 11 course in more detail.</p>
10	The Norman Conquest The Making of America Living under Nazi rule	<p>Choices within the GCSE curriculum include The Norman Conquest, this allows us to develop the knowledge already gained at KS3 and go into greater depth that allows the students to understand the impact of this on England today. They will also study the making of America, using their foundation knowledge of the Slave Trade and the Jim Crow laws will allow them to recall and build a greater knowledge base in the GCSE. In addition to this the History Around Us topic allows us to examine a local area and discover how it has developed through history, drawing on all of the key themes they have studied in KS3.</p>
11	Crime and Punishment History under Us (Big Pit or Bristol)	<p>Choices within the GCSE curriculum include The Norman Conquest, this allows us to develop the knowledge already gained at KS3 and go into greater depth that allows the students to understand the impact of this on England today. They will also study the making of America, using their foundation knowledge of the Slave Trade and the Jim Crow laws will allow them to recall and build a greater knowledge base in the GCSE. In addition to this the History Around Us topic allows us to examine a local area and discover how it has developed through history, drawing on all of the key themes they have studied in KS3.</p>

