

## GCSE History Statement of Intent

### Intent

History is fundamental to empowering students to engage in all manner of conversations and debates. We want to ensure that our students always have something to say and can speak from a position of knowledge rather than one of ignorance. History is uniquely positioned to do this through the breadth and depth of knowledge it offers for students to master.

We follow the Edexcel iGCSE Specification 4HI1. The curriculum aims to develop an enduring curiosity about the past, as well as providing our students with the means to engage in rigorous and academic approaches to ask and answer historical questions, whilst also empowering them to question the nature of historical knowledge itself. The study of history aims to emphasise the strangeness of the past in comparison to our lives today whilst also foregrounding the human stories that still resonate with us.

We value character, competence and community in our curriculum:

- **Character:** The history curriculum aims to develop students who are confident in presenting their own arguments and interpretations but willing to listen to and be challenged by others. We aim to teach our students how to frame and answer questions, encouraging curiosity but also developing independence. The nature of history itself, with its very rarely being a simple answer, helps develop resilience as well as ensuring that students are willing to challenge overly simplistic narratives they are presented, both in and outside of the classroom.
- **Competence:** The history curriculum aims to ensure students develop a broad body of historical knowledge, chronologically and geographically, from global issues. The curriculum is designed to draw out the connected nature of the past, rather than presenting histories in isolation of one another, allowing students to make sense of the world they live in and the events, forces and people who continue to shape it. Students will engage in the processes through which history is written and challenged, aiming to develop student's understanding of history as a discipline, and therefore as a societal construction rather than an objective narration of the past.
- **Community:** Throughout the curriculum students study numerous different societies and communities as well as the interactions between them, exploring both the bonds that bring people together but also the issues that can cause conflict.
- The key principles underpinning the curriculum are:
- The curriculum is the progression model. Students' progress by learning and retaining a growing body of historical knowledge as well as by engaging in increasingly challenging disciplinary thinking about their subject knowledge
- The curriculum is chronologically sequenced to help students build a coherent framework of the past but with thematic grouping of enquiries to establish the character and nature of periods of history
- Global history, and the connections between worlds, is at the heart of the curriculum, with British history situated in the context of wider world events and narratives, not always at its centre.
- Big Narratives drive the curriculum, ensuring coherence throughout and across years. The three big narratives at the heart of the curriculum are Power, Agency and Migration (of people, ideas and objects).

- The curriculum is enquiry driven, with enquiry questions based on current historical scholarship and contemporary academic debates.
- Students are guided through explicit opportunities to connect to and build on prior knowledge, developing their schema for substantive concepts throughout the curriculum.
- Second order (disciplinary) concepts are balanced throughout the curriculum but do not dictate the curriculum, with the appropriate second order concept for enquiries decided through engagement with current scholarship alongside the need for opportunities for students to repeatedly engage with each second order concept to develop their disciplinary thinking.

### **Implementation**

- Use the study and interrogation of sources and interpretations of specific events, individuals and periods from History so that students develop an awareness of the existence of competing histories rather than a singular objective past.
- Ensure that by studying global history, and British history in the context of wider world events, students are in a better position to understand the current state of the world and how the past has shaped it.
- Encourage students to engage with actual historical debates and build their confidence in presenting their own arguments whilst criticising the arguments of others in a disciplinary rigorous manner.
- Develop a lifelong love of history underpinned by enquiry,
- Enable students to engage and apply their knowledge to the world around them and the history they encounter, including books, films, historic buildings, museums, music, and art work.
- Challenge historical misrepresentations of cultures & communities
- Big Narratives drive the curriculum, ensuring coherence throughout and across years. The three big narratives at the heart of the curriculum are Power, Agency and Migration (of people, ideas and objects).
- The curriculum is enquiry driven and specifically addresses the following options:
  1. History of Medicine
  2. The Cold War
  3. The Rise of Hitler
  4. The Origins of World War 1

History is also taught in The Thomas Group. In this setting the curriculum seeks to engage with the decolonisation of the curriculum by teaching The Rise of Civil Rights in the USA in the autumn term and then teaching concerning the effect of the British Empire and colonisation on the developing world throughout the time of its existence and also for subsequent generations.

### **Impact**

Careful curriculum mapping has increased student preparedness to tackle the demands of completing this GCSE in under a year. Our History results are consistently in line with those predicted by CATs predicted tests and the outcomes are good, with many students moving on to study a History related level II or level III post-16 course at BTEC or A level.