

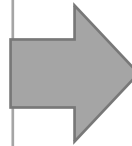
The Curriculum intent @ MRC

- The school's curriculum intent is that: *'Our students leave with the skills and qualifications to thrive. By teaching exceptionally well and delivering education with character we bring out the Best In Everyone.'*

Why is the history curriculum at MRC important?

Our curriculum aims to:

- Provide students with a broad chronological understanding of British, European and world history.
- Skills of analysis, evaluation and critical thinking are developed throughout KS3-5.
- Encourage students to question, challenge and debate when assessing arguments about the past to form their own interpretations.
- Allow students to better understand the world as it is today and the events that underpin British society and have shaped the modern world in which we live.

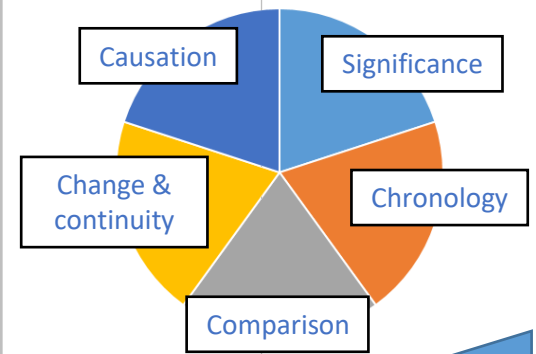
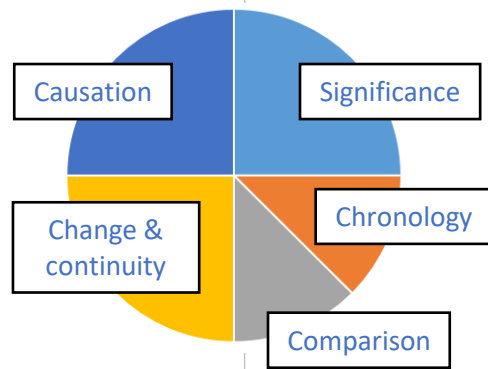
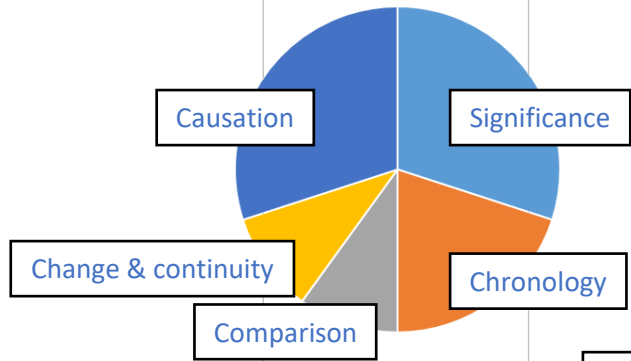


The overall outcomes:

- Students have a life-long love and appreciation of history.
- Students are able to see their place in the world politically, culturally and economically.
- Students are able to question and reach a judgement based on their awareness of historical fact and interpretations.
- The cultural capital of our students is enriched.

What do students need to understand about history as a discipline?

- History is open to interpretation, although **facts don't change**.
- **Historians use sources as the evidence** to access the past.
- **Historians make judgements** of the past using interpretations – historians often disagree.
- Learning from history helps us **better understand the world around** us today.
- Learning from history enables students to think **critically** about their own actions and the world in which they live.



AO1-AO3 skills embedded from KS3

Inference from sources first introduced

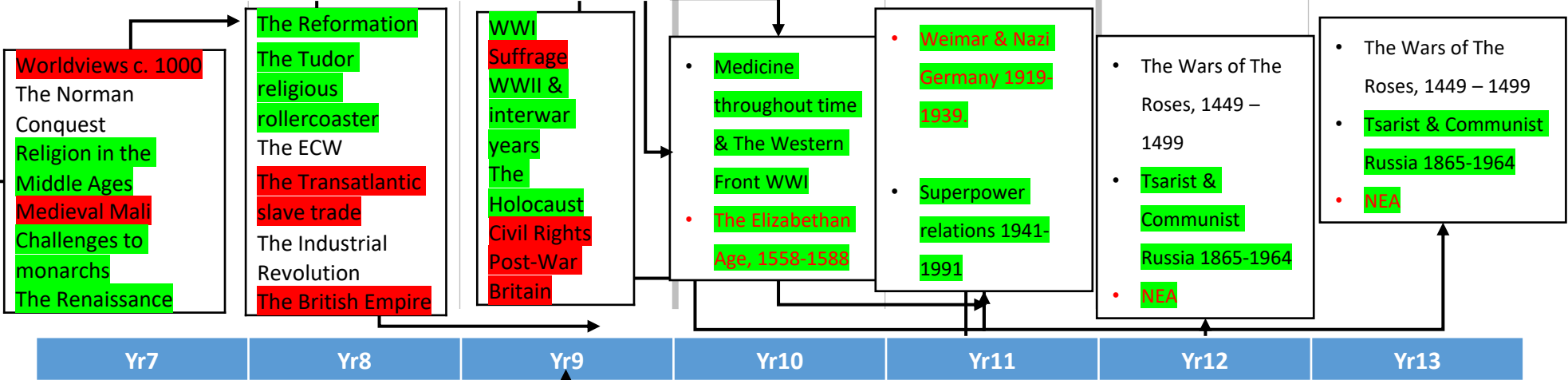
Usefulness of sources first introduced

Reliability and value of sources & interpretations first introduced

Historical skills Knowledge

Deep Knowledge
Conceptual learning & skills (also see next slide)
Diversity

←Power Identity Connectivity→



How are themes and concepts embedded throughout the curriculum?

	Power			Identity			Connectivity		
	Government	Democracy	Empire	Campaigns	Equality	Belonging	Knowledge	Community	National/ global
	How does power <i>change</i> ?			How is <i>progress</i> made?			How are we <i>connected</i> ?		
Y7	<ul style="list-style-type: none"> Invasion, Kingship, The Church Roman & Byzantine Empire Magna Carta, Peasants' Revolt 			<ul style="list-style-type: none"> Feudalism, Crusader states The Church 			<ul style="list-style-type: none"> Islamic invention, Renaissance discoveries, Trade Agrarian villages, Monasteries Migration, Pilgrimage, Crusades, Black Death 		
Y8	<ul style="list-style-type: none"> Representation, Parliament Restoration, Imperialism, Independence European Empires, Colonisation 			<ul style="list-style-type: none"> The Reformation, Puritanism, Rebellion, Abolition, Reform Act of Settlement 			<ul style="list-style-type: none"> Scientific revolution Golden Age, Industrialisation, Capitalism Transatlantic slave trade 		
Y9	<ul style="list-style-type: none"> Coalition Extremism, Dictatorship Decolonisation 			<ul style="list-style-type: none"> Chartism, Suffrage, Civil Rights, Genocide Legal changes 			<ul style="list-style-type: none"> Technological advancements Individualism, minority struggle World war(s), Cold War 		

Teacher resources refer to the vertical concepts at key moments in the curriculum. Students will be able to 'place' an abstract concept in time and attach to it specific knowledge. Teachers will purposefully and explicitly use recap and horizon learning to allow students to have a secure understanding of the concept within a specific enquiry and ultimately to use understand its complexity and use over time.

The Fight for The Vote: The **BIG** Picture

Why this? Why now?

